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ABSTRACT

The teacher's guide accompanies the student-reader workbook of "Nashdoi." Organized in the same format as the "Ch'al" and "Chaa" books, "Nashdoi" builds on the vocabulary introduced in those two readers. The consonant "x," 14 new vowel environments, 7 new diphthong environments, and 102 new words are introduced. This teacher's guide is organized so that a copy of the students' reader-workbook page and the instructions for that page appear together. Specific activities are provided for oral lessons, dictation, and blending syllables. Oral lessons, designed to introduce new sound-symbol associations, are placed in lesson sets of one to three oral lessons throughout the guide. Each set of lessons is to be completed before students continue to read in the student reader-workbook. If additional oral lesson activities are needed, the pre-reading section of the "Ch'al" teacher's guide provided a variety of activities that may be used as supplemental lessons. Small instructional groups (6-10 students, grouped according to individual needs, progressing at similar rates) are suggested. Additionally, the guide suggests reading lessons should be 20 to 30 minutes in length, with 2 daily reading periods desirable. (AH)

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Náshdóí

Bá'Ólta'í Yik'ehgo Na'nitiní

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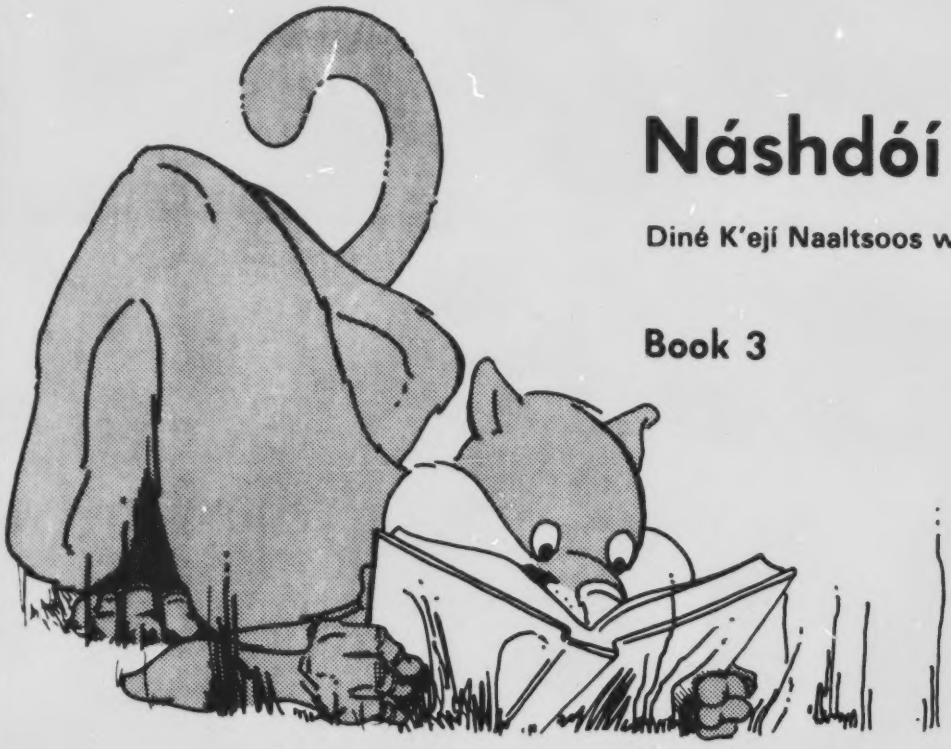
Book 3



Náshdóí

Diné K'ejí Naaltsoos wólta' Bóhó'aa'ígíí

Book 3

Náshdóí has been developed in cooperation with Rock Point Community School, Chinle, Arizona 86503

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INTRODUCTION

Náshdóí is the third book in a series of three initial readers developed at Rock Point Community School. The three readers are termed the Initial Reading Series. The Rock Point Community School Board has given the Native American Materials Development Center (NAMDC) permission to revise the Initial Reading Series. The Series, as designed for use at Rock Point, was one of several materials used to teach reading. Many of the other components of the Rock Point reading program have been integrated into the revised edition of the Initial Reading Series. NAMDC is very appreciative of the Rock Point School Board and school staff for allowing the Center to do the revision of the Series.

One of the essential steps in teaching reading is to have children start reading actual words and sentences as soon as possible. In a code emphasis (phonics) approach to reading, this essential step is somewhat delayed because children must first learn enough skills to build or decode words before they are ready to read. The purpose of the Initial Reading Series is to allow children an opportunity to decode words as soon as possible.

The basic approach to teaching reading in the series is code emphasis. Eleven sound/symbol associations are introduced. Then these sound/symbol associations are blended into words, rather than introducing all the sound/symbol associations possible in the Navajo writing system before introducing actual reading. The remaining consonant and vowel environments are introduced gradually throughout the series.

The basic format of the series is similar to the Sullivan Programmed Reading Series. But the Initial Reading Series is a teacher-directed program rather than a total individualized approach.

The first book in the series, Ch'ał introduced 14 consonants and 15 vowel environments. The second book, Chaa', introduced: (1) the remaining 16 consonants (except x), in the Navajo alphabet; (2) 11 vowel environments; and (3) 6 diphthong environments.

This book Náshdóí, introduces all the remaining vowel environments, the use of x in the Navajo orthography and the remaining common diphthongs. The primary element of control in this series is the number of syllables in a word. The Ch'ał book is essentially composed of monosyllabic words. The Chaa' book is primarily composed of words no greater than two syllables. This book is composed generally of vocabulary of no more than three syllables.

THE ORGANIZATION OF THE NÁSHDÓÍ BOOK

Náshdóí is organized in the same format as the Ch'ał and Chaa' books. Náshdóí builds on the vocabulary introduced in the two preceeding readers. The consonant x, fourteen new vowel environments and seven new diphthong environments are introduced in Náshdóí. One hundred and two new words are introduced. The majority of new words are introduced step by step.

This guide is organized so that a copy of the students' reader-workbook page and the instructions for that page appear together. This guide also provides specific activities for oral lessons, dictation and blending syllables.

The oral lessons are designed to introduce new sound-symbol associations. These lessons are placed in sets of one to three oral lessons throughout the guide. Each set of lessons are to be completed before students continue to read in the student reader-workbook. These lessons use activities similar to the activities in the pre-reading lessons of the Ch'ał teacher's guide. If additional oral lesson activities are

needed, the pre-reading section of the Ch'ał Teacher's Guide provides a variety of activities that may be used as supplemental lessons.

The dictation activities are designed to reinforce the fill-in-the-blank activities which are used throughout the book. If dictation activities are regularly conducted, students should be able to spell all of the words used in Náshdóí by the time they complete the book. Teachers may wish to supplement the dictation activities with their own ideas and conduct dictation more often than suggested in this guide.

The blending activities should be used if students have trouble blending syllables to form words. These activities should prepare students to attack (decode) words of considerable syllable length. Again, teachers may want to supplement the suggested activities and may want to use these activities more frequently than suggested in this guide.

SUGGESTIONS FOR USING NÁSHDÓÍ

Náshdóí should be introduced after students have completed the Chaa' material. Náshdóí builds on the vocabulary, skills and concepts introduced in Ch'ał and Chaa'.

Náshdóí is most effectively used in small intructional groups of six to ten students. Children should be grouped according to individual needs. Children who are progressing at similar rates should be grouped together.

Each reading lesson should be 20 to 30 minutes in length. If possible, two reading periods daily for each group are desirable. The best times for the reading periods are early in the day and just after lunch.

There are explicit directions for all the activities in this guide -- oral lessons, dictation, blending and reading. It is important that the

teacher follow these directions closely. In fact, the teacher may find it necessary to supplement these instructions, but the sequence should be followed consistently.

Teachers should pre-read the materials to be covered in the daily lesson. This is important for several reasons: 1) to anticipate problem areas; 2) to prepare additional instructions; 3) to determine a reasonable ending place for the particular day's lesson; 4) to become familiar with the material.

Pacing will be an important factor in the lesson. Developing a pace is essential in the use of the materials. Pre-reading each lesson should help the teacher so that she doesn't have to read the instructions for each frame, since most of the instructions are repetitive. She can underline new instructions where needed.

Some of the oral lessons require alphabet cards. The teacher may use a set already available to her, make her own set, or use the Initial Consonant and Vowel Cards available from the Native American Materials Development Center. Depending upon the set used, illustrations may vary from those stated in the lessons, and the teacher will have to adjust the oral lessons accordingly.

Problem areas can be identified by writing marginal notes in the teachers' edition; later a revision of the material can be done. For Náshdóí, to become an effective tool, teacher feedback is essential. Mark problem areas, write in appropriate additions and suggestions. At the end of the school year the teachers' guide can be exchanged for a new one. The Native American Materials Development Center will collect suggested revisions for a second edition of the Initial Reading Series.

ORGANIZING FOR READING INSTRUCTION

Grouping is necessary if this reading program is going to be successful. It is suggested that the reading period be from twenty to thirty minutes in length. Also it is suggested that the number of students per group be limited to eight. This will give the teacher a chance to see if each child is progressing as he/she should, and that he/she is given an opportunity to respond to questions often.

Both the teacher and teacher aide should be involved in teaching. This means that while the teacher aide is teaching Navajo literacy, the teacher could be teaching ESL or vice versa. The class should be divided into two or three reading groups. The latter is preferable.

The following is a suggested morning schedule for a first grade class with three reading groups:

Time	Group I	Group II	Group III
9:00 - 9:30	Read Náshdóí Book	Seatwork Activity	ESL
9:30 - 10:00	Seatwork Activity	ESL	Náshdóí
10:00 - 10:30	ESL	Náshdóí	Seatwork Activity

Then repeat the same procedure in the afternoon from 1 o'clock to two thirty.

A suggested schedule for a class with two groups:

Time	Group I	Group II
9:00- 9:30	ESL	Náshdóí
9:30-10:00	Náshdóí	ESL

Repeat the same schedule in the afternoon.

SEQUENTIAL INTRODUCTION OF UNITS AND WORDS

PAGE	UNIT	WORDS
1	oi ói	deesdoi, hastói náshdói
4	ǫǫ	dilkǫǫh
5		be'eldǫǫh nidaalzheeh
6		leh *
7		nideiłtseed
8		hólónígíí, yee *
9		tł'óół
10		jaatł'óół
11		bé'ézhóó', diyóósh
14	óo	bisóodi
15		dóola
16		béégashii*
17		óola, óolyé, ayóo
19		béésh*
20	oó, ąą*	haigoósh, dąągoósh
21		dibé, ha'át'íísh
23	ooi, ooí	bee'adzooí
24		łitsooí, ch'il ch'iłłitsooí
27	ɨɨ	bɨɨh
28	ɨ	báhách ɨ', nisin* háadish*
30	íɨ	díɨ', łíɨ', łikan jiní
31		bił*, daalkan*
33	íɨ	nilíɨgo, shíɨgo

35	ęę	tábąąh
36		tsinaabąąs, sizį́
37		názbąs*
38	ą́ą́	bá*, naadą́ą́'
39		átsą́ą́'
41	ęę, ę́ę́*	sęęs
42		yihę́ę́s, bíla'
44	ę́ę	yę́ę, k'adę́ę
45		nit'ą́, yiyíiłchozh
46		nít'éé'*, ni'*
47	íi	ch'íiníníl
49	eii	neii'né
50		naané, yiłní
51		acheii, bicheii, shicheii, nicheii, shitsóí
53	aii	
54		naakaii, łigaii, haníigaii
57	aai	shínaaí, bínaaí
59		biłhóyéé', iłhóyéé' naanish, naalnish, naashnish, biniinaa
60		t'óó
61	é	nit'ę́'ígíí, nideiz'áán
62		sinil*, ádiilníí'l*, shiłhoyée'*, iilééh*
63		nizhóní*, nizhónígo*, ałdó'*
64		si'ą́, ashą́, tsé, yikáá'
65		kǫ́ǫ́* and shį́į́*, biniiyé*, sidá*, ałtsxo, nitsxaa, nitsxaaz

67	x	ałtsxo, nitsxaa, nitsxaaz
68		ch'iyáán*, daaltsooígíí*
69		teel*, ch'iłłitsxooí*

ORAL LESSON 1:

THE SOUND OF oi and ói

Bá'ółta'í Ółta'í

(Write oi on the board). This is a unit.
The sound of this unit is /oi/. Like the
word deesdoi, you hear /oi/ at the end.

Say /oi/. Say /doi/. /oi/, /doi/

(Point to oi) The name of this unit is oi.
What word did I say that has the final sound
/oi/? deesdoi

Someone write the unit /oi/ on the board.
The rest of the students can help. oi íidoolíił

Everyone read the unit on the board. /oi/

(Write d) Read this unit. /d/

(Write doi) Read this syllable. /doi/

(Write dees) Read this syllable. /dees/

(Write deesdoi) Everyone read this word. /deesdoi/

Let's read some syllables. What is the sound
of oi? /oi/

(Write tsoi) Read this syllable. If /tsoi/
students need help cover part of the syllable,
and let them sound out each unit.

What is the sound of z? /z/

(Write zoi) Can someone read this syllable? /zoi/

If students are having problems blending, slow down and work with each unit for awhile. Eventually start blending again.

Continue the activity, using nonsense words or syllables if the teacher so desires.

(Write oi) Everyone read this unit. /oi/

If I put high tone mark on this unit, what will happen to it? deigo diits'a' doo

(Write ói) This unit reads /ói/. Say /ói/. /ói/

(Write dói) How would you read this syllable? /dói/

Listen to the final sound of the word I am going to say. "náshdói". What sound did you hear at the end of the word? /dói/

Help me write /dói/. What sound do I begin with? What sound comes next? Read the syllable. /d/ /ói/ /dói/

(Write ói) Read this unit. /ói/

(Write t) Does somebody remember how to read this unit? /t/

(Write tói) Read this syllable. /tói/

(Write has) Read this syllable. /has/

(Write hastói) Read this word. /hastói/

Tell me two words that have the final sound /ói/. náshdói dóó hastói

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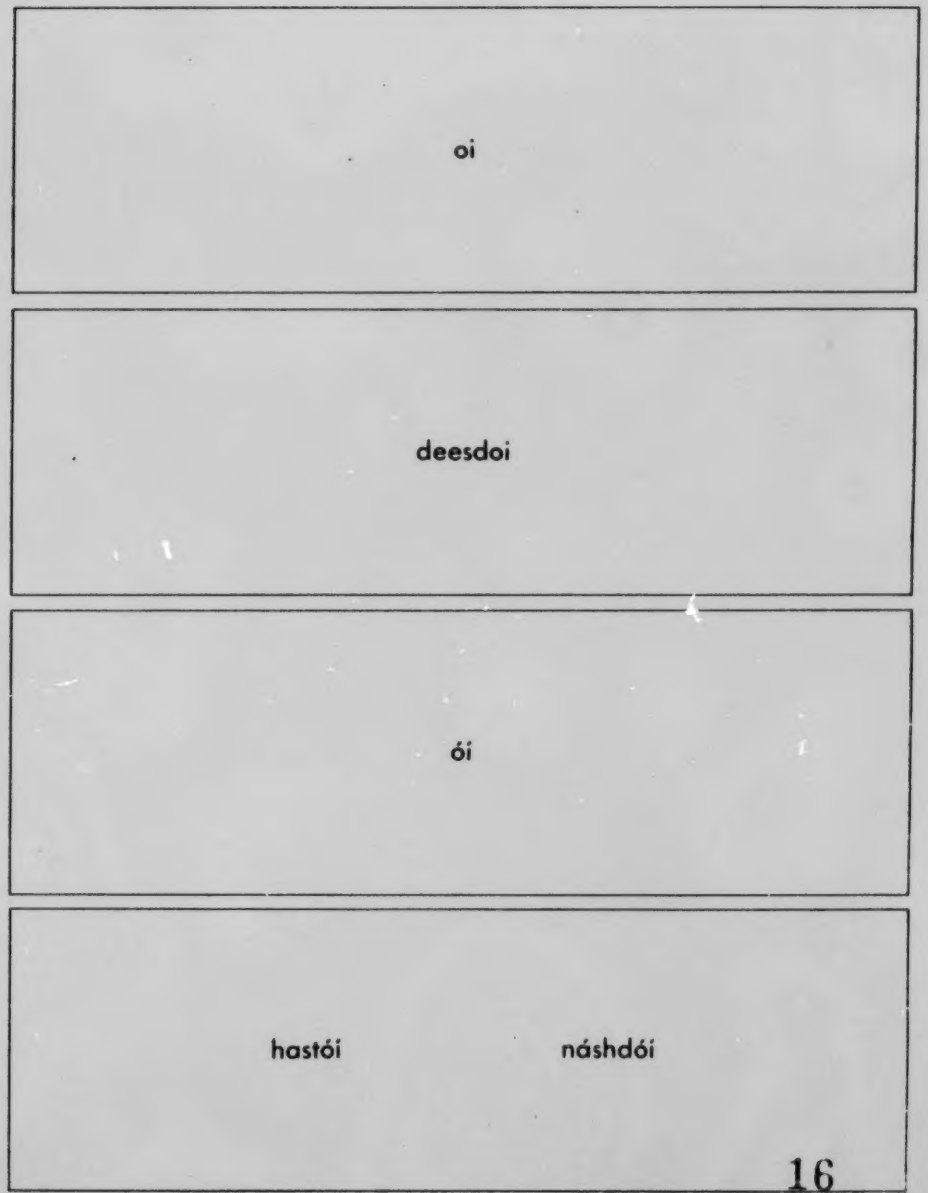
If students need more time on this activity, continue blending.

Look at the top frame.
The sound of this unit is a sound that you hear at the end of the word deesdoi.
What sound is that?
Everyone say it /oi/.
Does anyone know the name of this unit?
(If no one knows tell them).
Everyone say it, /oi/.
What sound does oi make?

Look at the second frame.
Read the word to yourself.
Who can read this word?
Let's all read the word.
How does the word end?
What is the name of the unit that makes the sound /oi/?
What does the word deesdoi mean?

Look at the third frame.
This is like the unit oi, but what is different?
How would you read this unit?
Yes, /ói/, everyone read it.
What would this unit be called?
Yes, oi deigo diits'a'ígíí.
Everyone say the name.

Look at the bottom frame.
Read each word to yourself, but do not read the word out loud. I will read one of the words, you draw a circle around the word I read. "náshdóí"
(Check quickly)
Who can read the other word?
Who can read both words?



Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check as children are working.
Who wants to read the first frame?
Who wants to read the second frame?
Who wants to read the third frame?

If the students are still having problems blending syllables into words.
Clap out the following words.

1. gohwéé́h
2. Hwéélḑi
3. deesdoi
4. náshdóí
5. hastóí

Call on individuals to say and clap each word.
Write the words in syllabic form on the board.
Move a pointer under each syllable and have the students read.
Then write the word in regular form.
Move the pointer more rapidly under each syllable and have the students read as the pointer moves.

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Gohwéé́h beedeesdoi, ní Baa'.

Hwéé́ldidi éí doo dees_____ da.

Háish beedeesdoi? Hwéé́ldi / gohwéé́h

Háish éí doo beedeesdoi da? gohwéé́h / Hwéé́ldi

Díí náshdóí át'é.

Náshdóí dee__doi ní.

Díí __áshdóí bits'in dóó bijáád hóló.

Yaa' éí beeádin.

Háish beedeesdoi? náshdóí / hastóí

Háish éí gohwéé́h beedeesdoi ní? Baa' / Kii

Náshdóí éí yaa' / jaa' beeádin.

2

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check quickly.
Call on individuals to read orally.
Encourage children to read like talk.

Dictation Activity

Place the following on the chalkboard.

1. ___dóí
2. ___tóí
3. ___doi
4. ___di
5. ___hwééh

I am going to dictate the five words with missing syllables that are on the chalkboard.
Fill in the missing syllable and write the whole word on your paper.

1. náshdóí
2. hastóí
3. deesdoi
4. Hwéél di
5. gohwééh

Now I will dictate one sentence.
You write the words as I dictate them.
You may orally spell the words yourself.

Hastóí yaa' beehólǫ.

Díish náshdóí beedeesdoi? aoo' nidaga'

Kwe'é _____dóí doo beedeesdoi da.

Gohwééh Hwéél di éí beedeesdoi.

Hwéél didiish deesdoi? aoo' nidaga'

Dií has_____ yoo' beehólǫ.

Ná____dóí éí yoo' beeádin.

Hastóish náshdóí beehólǫ? aoo' nidaga'

Náshdóí Hastóí yoo' beehólǫ.

Háish yoo' beehólǫ? hastóí náshdóí

Háish beedeesdoi? gohwééh Hwéél di

Gohwééh bee_____sdoi lá.

Hast____ éí doo beedeesdoi da.

3

ORAL LESSON 2:

THE SOUND OF ǫǫ, óo, and oó

Bá'ółta'í	Ółta'í
(Write oo on the board) Everyone read this unit:	/oo/
(Write ǫǫ) I have added the nasal tone to this unit, which changes the sound a little bit. When you nasalized a unit, how do you read it.	háchįshtahdęę'go ájíniih
The way you read this unit (Pointing to ǫǫ) is /ǫǫ/. I am going to say something and you listen for the sound /ǫǫ/. T'áá shǫǫdí. Did you hear the sound?	aoo'
Will someone go to the board and write /ǫǫ/. Call on a student.	ǫǫ íidoolíił
Everyone read the unit on the board.	/ǫǫ/
(Write sh) Read this unit.	/sh/
(Write shǫǫ) Read this syllable.	/shǫǫ/
(Write shǫǫdí) Read this word.	/shǫǫdí)
The name of this unit is o nineez dóó háchįshtahdęę'go diits'a'ígíí. Say it.	
Teacher should continue the same type of activity until the students can read the unit /ǫǫ/ by itself, and bland with other consonants.	
How do we read the long o? How do we read a long o that is nasalized?	/oo/ /ǫǫ/

(Write óo on the board) The sound of this unit is /óo/. When I say the word óolyé, do you hear the sound /óo/? aoo'

The name of this unit is o wódahdóó yaago diits'a'ígíí.

(Point to óo) What is the sound of this unit? /óo/

What word has that sound? óolyé

I am going to say two words while you listen, then tell me if you have heard the sound /óo/ in the words or not. óola. dóola. Did you hear the falling o? aoo'

How do I write /óo/? o Wódáhdóó yaago dííts'a'ígíí ánílééh

I'll write two words (óola and dóola) on the board and someone can underline the sound /óo/, then we'll all read the words. What's the first word? What's next? /óola/, /dóola/

(Write oó on the board) This unit is called o wóyahdóó deigo diits'a'ígíí.

The sound of the unit is /oó/ like when you say oółháásh. Everyone say /oó/. /oó/

Who can write the unit for the sound /oó/ on the board? oó íidoołíił

(Write oół on the board) Who can read this syllable? Let's all read it. /oół/

(Write **oółháásh** on the board) Who can read this word? Let's all read it?

/oółháásh/

Let's read some syllables. I will write the syllable and you read it. Write hoósh, t'oósh, goósh, tł'oósh and dloósh.

/hoósh/

/t'oósh/

/goósh/

/tł'oósh/

/dloósh/

(Write **oó** on the board) What is the name of this unit?

o wóyahdóó deigo diits'a'ígíí

Read this unit? (pointing at **oó**)

/oó/

If further practice is needed blend **oó** with initial consonants and the final unit **sh**.

ORAL LESSON 3:

THE SOUND OF ąą

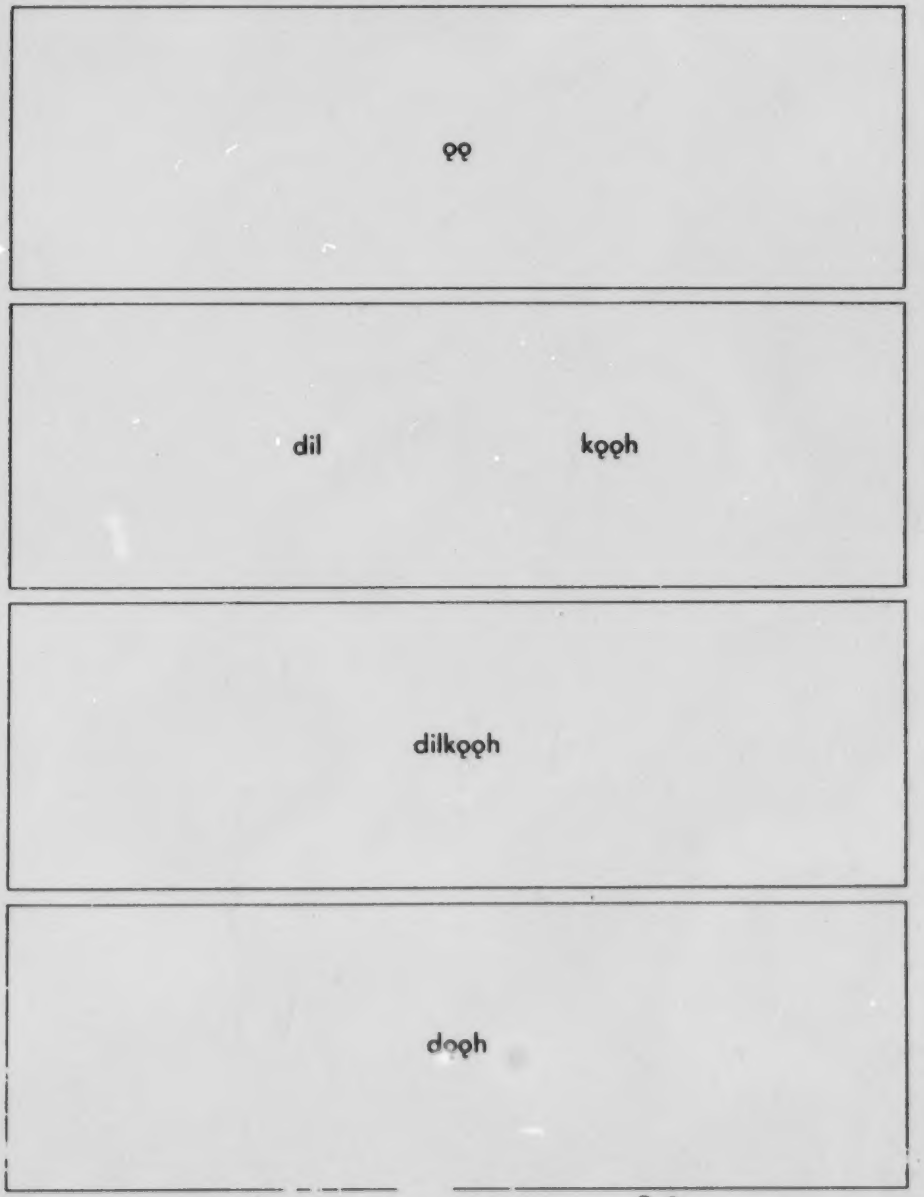
Bá'ółta'í	Ółta'í
(Write aa on the board) What is the name of this unit?	a nineezígíí
Who knows the sound of long a? Ask for a volunteer.	/aa/
Yes. The sound is /aa/. Like in the word saad.	
(Write ąą) This unit has nasal marks. So the sound of this unit would be /ąą/. Everyone say /ąą/.	/ąą/
When I say the word tábąąh, do you hear /ąą/.	aoo'
Think of a couple of words that have the sound /ąą/. If the students come up with several words, go ahead and write them on the board. Underline the unit ąą.	
Listen to the word dąągo, does it have the sound /ąą/?	aoo'
What is the beginning sound of dąągo?	/d/
(Write dąą) Read this syllable.	/dąą/
(Point to ąą) What do you think the name of this unit is?	a nineez dóó háchįshtahjigo diits'a'ígíí
If teacher feels like an additional activity is needed prepare one.	

Write oo on the chalkboard.
What is the sound of this unit?
(point to oo on the board)
Look at the top frame.
What do you think is the sound of this unit? Yes, /ǫǫ/.
Everyone say it.
What do you think the name of this unit is? Yes, oo nineezígíí háchįshtahjigo diitsa'ígíí.

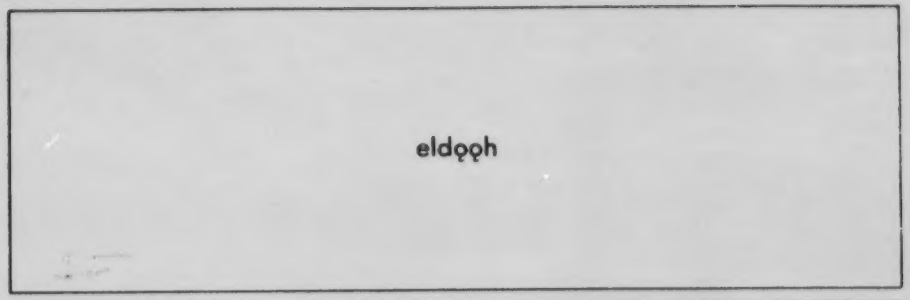
Look at the second frame.
Read both syllables to yourself.
I will read one of the syllables, you draw a circle around that one.
Read "dii". Check quickly.
Who can read the next syllable?
Who can read both syllables?

Look at the third frame.
Who can read this word?
Everyone read it.
Let's clap out the word, how many syllables are in this word?
What does the word dilkǫǫh mean?

Look at the bottom frame.
Who can read this syllable?
Everyone read it.
What is the middle sound?
What is the name of the unit that makes the /ǫǫ/ sound?

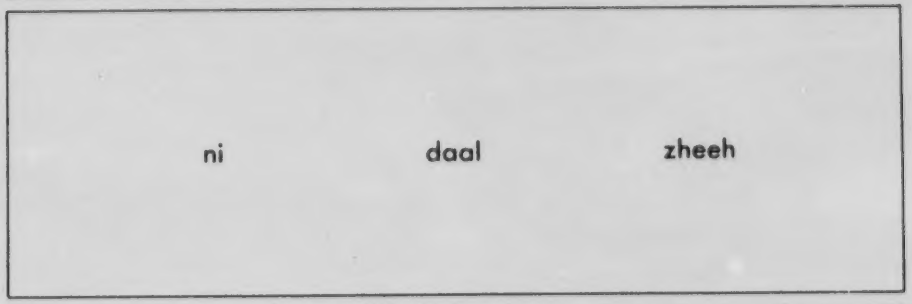


Look at the top frame.
Who can read these two syllables?
What is the first syllable?
What is the second syllable?

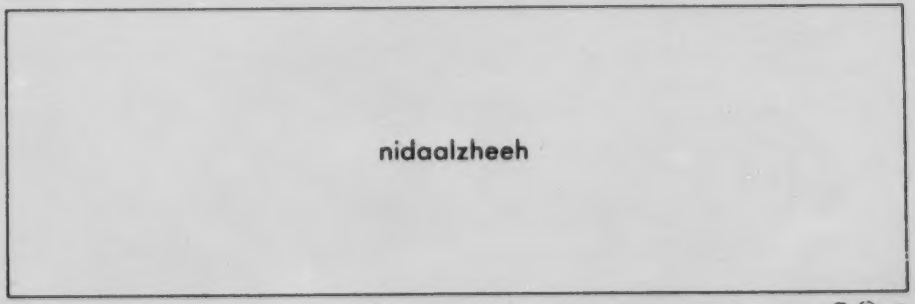


Look at the second frame.
Who can read this word?
Call on individuals to read.
Let's clap out the word.
How many syllables are in the word?
What does the word be'eldǫǫh mean?

Look at the third frame.
Read the three syllables to yourself.
Circle the syllable "daal."
Check quickly.
Who can read the first syllable?
Who can read the last syllable?
Let's read all three.



Look at the bottom frame.
Who can read this word?
Call on individuals to read it.
How many syllables are in the word?
How can we find out?
What does the word nidaalzheeh mean?



Note: Leh is introduced in context in the last frame. If children have any problems take time to discuss the meaning.
Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.

Note: Discuss why Dilkǫǫh is capitalized in the first frame. Explain that names of places are capitalized.

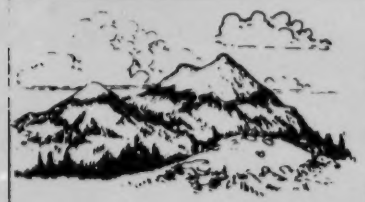
Check as children work.
Who can read the first frame?
Who can read the second frame?
Who can read the third frame?
Who can read the fourth frame?

-21-

Syllable blending may still be difficult for some children. The teacher may want to group these children together for more blending activities or continue to work with the regular group. List the following words on strips of paper 3" x 12".

1. be'eldǫǫh
2. dahólǫ́
3. nidaalzheeh
4. bighandi

Help students decide where syllable boundaries are, then cut the paper at the boundaries. Then as children rebuild the words have them say each syllable. Repeat-increasing the pace each time.



Dii dził Dilkǫǫh wolyé.

Kwe'é dzéèh dóó náshdói dahólǫ́.

Kwe'é hastói be'eldǫǫh yee nidaalzheeh.

Dził Dil_____ wolyé.

Háish hastói beedahólǫ́? dilkǫǫh / be'eldǫǫh

Hastói dilkǫǫh / be'eldǫǫh yee nidaalzheeh.

Dii éí be'eldǫǫh / dilkǫǫh wolyé.

Hastóish be'eldǫǫh beedahólǫ́? aoo' / nidaga'

Háish be'eldǫǫh beeádin? náshdói / hastói

Dzéèh / Yoo' dziłdi dahólǫ́.

Hastóish hái daabi? dilkǫǫh / be'eldǫǫh

Dziłdi hastói dzéèh / be'eldǫǫh beedahólǫǫ leh.

6

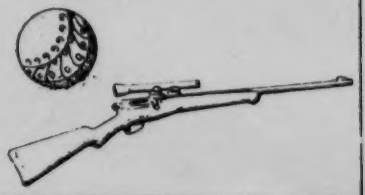
Read the sentences in the first two frames to yourself.
Circle the correct answers and fill in the missing units.
Call on individuals to read orally.
Check quickly.

Dilkǫǫh díish hastói be'eldǫǫh beedahólǫ́? aoo' nidaga'

Be'eldǫǫhísh dziłdi dahólǫ́? aoo' nidaga'

Dził _____kǫǫh wołyé.

Háish be'eldǫǫh wołyé?



Háish éí Dilkǫǫh wołyé?

Dil___ǫǫhdi éí náshdóí dóó dzéél hólǫ́.

Háish éí be'eldǫǫh beehólǫ́? hastói náshdóí

-22-

Look at the third frame.
Read the three syllables to yourself.
Circle the syllable "tseed".
Check quickly.
Who can read the first syllable?
Who can read the second syllable?
Who can read all three syllables?

ni deił tseed

Look at the bottom frame.
Who can read this word?
Call on individuals to read it.
How many syllables are in the word?
How do you know?
What does the word nideiłtseed mean?

nideiłtseed

Look at the top frame.
Who can read the first set of syllables?
Who can read the next set of syllables?
Who can read all of the first frame?

Look at the second frame.
Read the word to yourself.
Call on individuals to read.
Let's clap out the syllables.
How many syllables are there?

Read the sentences in the last two frames to yourself.
Circle the correct answers and fill in the missing units.
Check as the children work.
Call on individuals to read orally.

Note: The word yee introduced in context.

Dictation Activity

Write the following on the chalkboard.

1. be'el ____.
2. nidaal ___.
3. dil _____.
4. nideił ___.
5. hólóní ___.

I will dictate five words.
You fill in the missing syllable for each word.
Write the whole word on your paper.

1. be'eldǫǫh
2. nidaalzheeh
3. dilkǫǫh
4. nideiłtseed
5. hólónígíí

hóló nigíí

hólónígíí

Hastói dz___h nideiltseed łeh.

Hastói be'eldǫǫh yee dzéé__ nideiltseed.

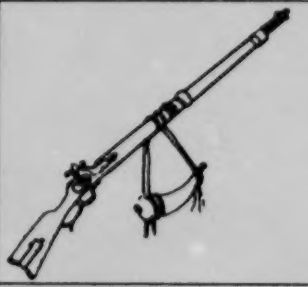
Hastói dilkǫǫh / dzééh nideiltseed.

Hastóish hái nideiltseed? dził / dzééh

Háish be'eldǫǫh beedahólǫ́? náshdói / hastói

Dził éi Dilkǫǫh / dildǫǫh wolyé.

Read the sentences in the first two frames to yourself.
Circle the correct answers and fill in the missing units.
Check quickly.
Who can read the first frame?



Shí _____eldǫǫh nishłį.

Be'eld_____h nééz nishłį.

Hastói shee nidaalzheeh.

Who can read the second frame?

Hastóish be'eldǫǫh nideiłtseed? aoo' / nidaga'

Hastóish dzéél nideiłtseed? aoo' / nidaga'

Dilkǫǫhdi / Dildǫǫhdi hastói dzéél nideiłtseed.

Look at the third frame.
Write oo on the board.
(Pointing to the oo).
What is the sound of this unit?
Now look at frame three, what is the sound of this unit?
Everyone read it.
What do you think is the name of this unit? Yes, o nineezgo deigo diits'a'ígíí.

óó

Look at the bottom frame.
Who can read this word?
Everyone read it.
What does the word tł'óół mean?

tł'óół

Look at the top frame.
Read both syllables to yourself.
Circle the syllable "jaa".
Who can read the other syllable?
Who can read both syllables?

jaa tł'óół

Look at the second frame.
Who can read this word?
Everyone read it.
How many syllables are in the word?
What does the word jaatł'óół mean?

jaatł'óół

-25-

Read the sentences in the last two frames to yourself.
Circle the correct answers and fill in the missing units.
Check the children's work.
Call on individuals to read orally.

Hastói tł'óół beedahółǫ.

Tł'óół do_____neez.

Kii dó' bitł'____l hółǫ.

Dii éí jaatł'óół wolyé.

Baa' jaa_____óół beehółǫ.

Baa' bi_____tł'óół ła' nineez, ła' nímaz.

Explain tł'óół changes to bitł'óół when shi, bi, ni is placed in front of tł'óół.

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check as children work.

Who wants to read the first frame?
Who wants to read the second frame?
Who wants to read the third frame?
Who wants to read the bottom frame?

-26-

Dictation Activity

I am going to dictate ten words. Number your paper from 1 to 10. I will read each word twice. You may spell the word quietly to yourself as you write.

1. bijaatł'óół
2. deesdoi
3. hólónígíí
4. náshdóí
5. nideiłtseed
6. dilkǫǫh
7. nidaalzheeh
8. tł'óół
9. hastóí
10. be'eldǫǫh

Háish bijaatł'óół nineez. Kii / Baa'

Hastóí dóó Kii tł'óół / jaatł'óół beedahólǫ́.

Tł'____l dóó jaa_____óół hólǫ́ǫ́ lá.

Jaatł'óólish ła' nimaz? aoo' / nidaga'

Ch'ałish bijaatł'óół hólǫ́? aoo' / nidaga'

Háish éí bijaatł'óół hólǫ́? Baa' / Kii

Baa' yoo' dóó jaatł'óó__ beehólǫ́.

Yoo'igíí danímaz.

Kii éí gah beehólǫ́.

Kii __ah beehólǫ́.

Baa' éí yoo' dóó jaa_____ beehólǫ́.

Kiish díkwíí bigah? 1 / 2

11

Look at the top frame.
Who can read this syllable?
Everyone read it.

zhóó'

Look at the second frame.
Who can read the first set of syllables?
Everyone read it.
Who can read the next word?
Everyone read it.
How many syllables are in the word?
What does bé'ézhóó' mean?

ézhóó' bé'ézhóó'

Look at the third frame.
Who can read this syllable?
Everyone read it.
What is the middle sound?

yóósh

Look at the bottom frame.
Who can read this word?
Everyone read it.
How many syllables are in the word?
What does diyóósh mean?

diyóósh

12

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check as children work.
Call on individuals to read orally.
Continue to encourage children to read orally like talking.

Syllable blending activities should be continued with children who are still having trouble blending.
Dictate the following words.
Have them clap out the syllables and then spell the words syllable by syllable.

The teacher may write the words on the board as the children spell each word.
Then have the children read the syllables composing each word using the pointer technique mentioned on page _____.
Move the pointer at a more rapid pace until students blend each word.

1. bé'ézhóó'
2. diyóósh
3. jaatł'óół
4. náshdóí
5. nideiłtseed

Dii diyóósh nineez. / nímaz.

Diy____sh doo bijáád hólǫ́ǫ da.

Diyóóshish bijaa' dahólǫ́? aoo' / nidaga'

Dii éi bé'ézhóó' wolyé.

Baa' diyóósh / bé'ézhóó' bee hólǫ́.

Baa' jaatł'óół dóó bé'é_____' beehólǫ́.

Háish bé'ézhóó' wolyé?

Háish bibé'ézhóó' hólǫ́? Baa' / Kii

Baa' tł'óół / bé'ézhóó' bee hólǫ́.

Kii éi bitł'____l hólǫ́.

Jaatł'óół éi beeádin. / beehólǫ́.

Jaatł'óół dóó bé'ézhóó' éi Baa' / Kii bí.

13

Look at the top frame.
Read the sentence in this frame to yourself.
Draw a line from each question to the picture that answers the question.
Check quickly
Call on individuals to read orally.

Write oo on the chalkboard.
(Pointing to the oo).
What is the sound of this unit?
Now look at the second frame.
What do you think is the sound of this unit? Yes, /óo/.
Everyone say it.
What is the name of this unit?

-29-

Look at the third frame.
Who can read this set of syllables?
Everyone read it.
(If students have problems with the falling sound, model it for them).

Look at the bottom frame.
Who can read this word?
Call on individuals to read it.
How many syllables are in the word?
What does the word bisóodi mean?

Háish diyóósh át'é?

Háish éi jaatł'óół át'é?

Háish éi bé'ézhóó' wolyé?

óo

óodi

bisóodi

14

Look at the top frame.
Who can read this word?
Let's read it together.
How many syllables are in the word?
What does the word dóola mean?

dóola

Read the sentences in the next three frames to yourself.
Circle the correct answers.
Check as the children work.
Who can read the second frame?

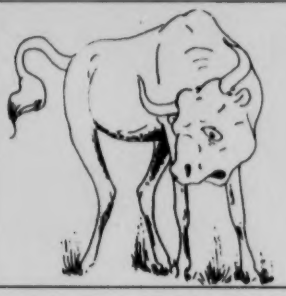
Bisóodi yázhí nishłį.

Shich'ah / Shich'ał hóló.

Shijaa' / Shiyaa' dó' hóló.

-30-

Who can read the third frame?



Shí éí dóola nishłį.

Shijáád / Shijaa' nineez.

Shijaa' / Shijáád éí doo nineez da.

Who can read the fourth frame?

Dóola / Bisóodi bich'ah hóló.

Dóola / Bisóodi éí bijáád nineez.

Háish shijaa' doo nineez da ní? dóola / bisóodi

15

Note: The word béégashii is introduced in context.
If students have difficulty with the word, the teacher may want to write it on the board or break it down by syllables with the class.

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check as children work.
Call on individuals to read orally.

-31-

Dictation Activity

I am going to dictate three sentences. I will say each sentence twice. You may spell the words quietly to yourself as you write them.
Note: Children may mumble while doing this activity at this point. Do not discourage the mumbling.

Say the sentence at about the pace that children write.

1. Díí dóola át'é.
2. Dóola dóó bisóodi bijáád dahólǫ́.
3. Béégashii dó' bijáád dahólǫ́.

Dóola dóó bisóodiish bich'ał hólǫ́? aoo' / nidaga'

Bisóodi éí bich'____ hólǫ́.

D____la béégashii át'é.

Háish béégashii át'é? bisóodi / dóola

Bisóodiish béégashii át'é? nidaga' / aoo'

Bisóodiish ch'ał át'é? aoo' / nidaga'

Háish bijooł hólǫ́? ch'ał / bisóodi

Bisóodi éí hái bee hólǫ́? ch'ał / ch'ah

Ch'ał bijooł nímaz. / nineez.

Háish bijooł hólǫ́? dóola / ch'ał

Bisóodiish bich'ah hólǫ́? aoo' / nidaga'

Ch'ał éí bij____l hólǫ́.

16

Look at the top frame.
Read the sentences in the top frame to yourself.
Draw a line from the sentence to the picture the sentence tells about.
Check
Call on individuals to read orally.
Note: The answers to these sentences require recall from the previous page.

Dií ch'at bí.

Dií bisóodi bí.

Dií Kii bí.

Look at the second frame.
Who can read this word?
Everyone read it.
How many syllables are in the word?
What does the word óola mean?

óola

Look at the third frame.
Who can read this word?
Everyone read it.
What sound does the word óolyé begin with?

óolyé

Look at the bottom frame.
Who can read this word?
Everyone read it.
What sound does the word ayóo end with?
What does the word ayóo mean?

ayóo

Read the sentences to yourself.
Circle the correct answers and fill in the missing units.

In the bottom frame draw a line to the correct answers.
Check as children work.
Call on individuals to read orally.

Dictation Activity

I will dictate seven words. I will say each word twice. You may spell the words quietly to yourself as I say them orally.

1. béégashii
2. dóola
3. óolyé
4. béésh
5. óola
6. ayóo
7. bisóodi

Baa' bijaatł'óół óola át'é.

Yoo' dó' óola át'é.

Óola ła' daditą.

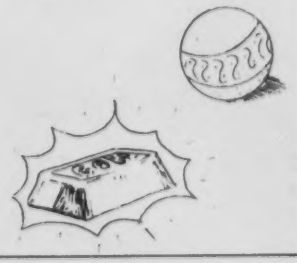
Hastói ła' óola / dóola dabiwoo'.

Baa' biyo' dóola / óola át'é.

Jaatł'óół dó' ___la át'é.

Hastói ła' óo___ dabiwoo'.

Háish doo óola át'ée da?



Háish ayóo ditą?

Háish óolyé dóola?

Háish óola wolyé?

Háish jooł át'é?

18

Read the sentences on this page to yourself.
Circle the correct answers.
Check as the children work.
Who can read the first frame?

Note: Béésh is introduced in context.

Who can read the second frame?

Who can read the third frame?

Who can read the fourth frame?

Háish óolye Kii?

Háish ayóo yidloh?

Óola béégashii / béésh óolyé.

Bisóodiish ayóo daadloh? aoo' / nidaga'

Hastóish ła' ayóo daadloh? aoo' / nidaga'

Náshdóish ayóo daadloh? aoo' / nidaga'

Háish óolyé diyóósh?

Háish óola dabiwoo'? náshdói / hastói

Joołish ayóo nimaz? nidaga' / aoo'

Bé'ézhóó'ish diyóósh óolyé? nidaga' / aoo'

Háish ayóo nineez? tł'óół / jaatł'óół

Háish óolyé jaatł'óół?

I am going to say a syllable.
Listen carefully to the middle sound - goósh.
What is the middle sound? Yes, let's all say /oó/.
Write oó on the board, this is the unit that makes the /oó/ sound.

Pointing to the unit oó, what sound does this unit make?
What do you think the name of this unit is? Yes, the name of this unit is oo rising.
Look at the first frame.
Who can read this syllable?
Let's all read it.

Look at the second frame.
Who can read this word?
Call on individuals to read it.
What does the word dąągoósh mean?
Look at the third frame.
Read both syllables to yourself.
Circle the syllable "goósh".
Check.
Who can read the other syllable?

Look at the bottom frame?
Who can read this word?
Let's all read it.
What does the word haigoósh mean?
How many syllables are in this word.

goósh

dąągoósh

hai goósh

haigoósh

Look at the top frame.
Read the two syllables on the top line to yourself.
Circle the syllable "di".
Who can read the second syllable?
Who can read the word below the syllables?
Let's all read it.
What does the word dibé mean?

di bé

dibé

Look at the second frame.
Read the syllables to yourself.
Circle the syllable t'íish."
Who can read the first two syllables?
Who can read all the syllables?

ha'á t'íish

Look at the third frame.
Who can read this word?
Everyone read it.
How many syllables are in the word?
What does the word ha'át'íish mean?

ha'át'íish

Read the sentences in this frame to yourself.
Circle the correct answer and fill in the missing units.
Check quickly.
Call on individuals to read.

Dąągoósh dibé yázhí dahólǫ́ǫ łeh? aoo' / nidaga'

Aoo', d____go dibé yázhí dahólǫ́ǫ łeh.

Dąąg____sh diyóósh dahólǫ́ǫ łeh?

Aoo', dąą____ diyóósh dahólǫ́ǫ łeh.

21

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check as children work.
Call on individuals to read each frame orally.

Continue syllable-blending activities for students having blending problems.
Make a ditto sheet of all the two and three syllable words introduced to this point.
Write the words as follows.

dees doi násh dóí
deesdoi náshdóí
etc.

Have the children read the words syllable by syllable.
Use the pointer, move it under each syllable as the students read the syllable.
Then move the pointer to the whole word.
Have children read the word as you move the pointer.
First, move it slowly then gradually increase the pace.

Dictation Activity

I am going to dictate two sentences. I will read each sentence twice. You may spell the words quietly to yourself as you write them.

1. Dąągo dibé yázhí dahólǫ́ǫ łeh.
2. Haigo yas nitsaa łeh.

Ha'át'íish dąągo dahólǫ́? diyóósh / naadą́ą́'

Dibé yázhí / Naadą́ą́' dó' dahólǫ́ǫ łeh.

Baa' bi____bé yázhí bijáád danineez.

Haigoósh yas dahólǫ́ǫ łeh? aoo' / nidaga'

Haigoósh diyóósh dahólǫ́ǫ łeh? aoo' / nidaga'

Háish éí haigo hólǫ́ǫ łeh? yas / diyóósh

Haigoósh ch'osh ádin łeh? nidaga' / aoo'

Haigo waa' / yas hólǫ́ǫ łeh.

Dąągoósh dibé yázhí hólǫ́ǫ łeh? aoo' / nidaga'

Dąągoósh dlǫ́ǫ' hólǫ́ǫ łeh? nidaga' / aoo'

Dąąg___'sh Baa' bidibé yázhí hólǫ́ǫ łeh? aoo' / nidaga'

Haig___'sh yas nitsaa łeh? aoo' / nidaga'

Dąąg___'sh ch'osh hólǫ́ǫ łeh? aoo' / nidaga'

22

ORAL LESSON 4:

THE SOUND OF ooi and ooí

Bá'ółta'í Ółta'í

(Write ooi on the board). This is a unit. The sound of the unit is /ooi/.

Everyone say it. Repeat. /ooi/

Say the sound of ooi again. /ooi/

The name of this unit is called ooi. Say it. ooi

(Write ts) How do you read this unit? /ts/

(Write tsooi) Can someone read this syllable? /tsooi/

(Write t' on the board) Everyone read this unit. /t'/

(Write t'ooi) Read this syllable. /t'ooi/

(Write sh) Read this unit. /sh/

(Write shooi) Read this syllable. /shooi/

Continue practicing the /ooi/ sound by blending with various consonants.

(Write ooí) This unit is slightly different from the one we just got through learning. Can someone tell me how it is different? i wódahgo diits'a'

Yes, so this unit makes the sound /ooí/. Say /ooí/. /ooí/

Listen to the word I'm going to say.

bee'adzooí. Can you hear the sound /ooí/. aoo'

Say dzooí. /dzooí/

Say bee'adzooí /bee'adzooí/

Someone go to the board and write /ooí/.
Ask for a volunteer. If the student needs
help, let the others help.

Everyone read what is written on the board. /ooí/

(Write ts on the board) Everyone read
this unit. /ts/

(Write tsooí) Read this syllable. /tsooí/

I'm going to write three words that
have the sound /ooí/. Then you can
take turns underlining units that make
the /ooí/ sound. Teacher can add other
words with the sound /ooí/.
bee'adzooí
łitsooí
ch'il łitsxooí

What sound did you underline? /ooí/

What words have that sound? bee'adzooí
łitsooí
ch'ił łitsxooí

Teacher can prepare additional activities
for the units ooi and ooí if needed.

Write oi on the chalkboard.
(Pointing to oi).
What sound does this unit make?
Yes, /oi/, let's all read it.
Look at the first frame.
What sound do you think this unit makes?
Yes, /ooi/ let's all say it.
What do you think the name of this unit is? Yes, /ooi/, let's all say it.

Look at the second frame.
What sound do you think this unit makes?
Everyone read it.
What is the name of this unit? Yes, ooí rising.
What sound does ooí rising make?

-40-

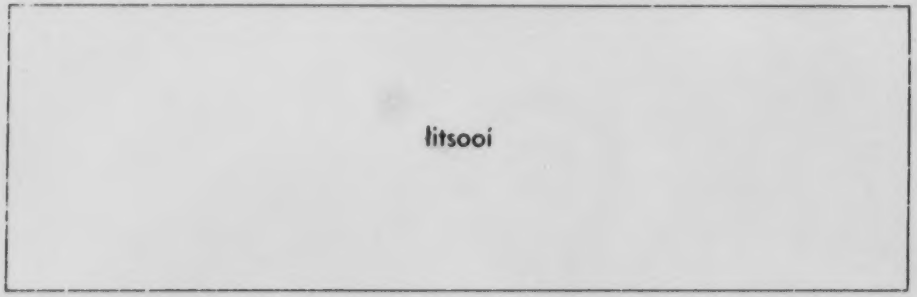
Look at the third frame.
Who can read the first syllable?
Who can read the second syllable?
Listen to the second syllable as I say it. What sound does it end with?
Who can read the two syllables?
Let's all read it.

Look at the bottom frame.
Who can read the first two syllables?
Who can read the last syllable?
Let's all read the word below together.
What does bee'adzooí mean?

23

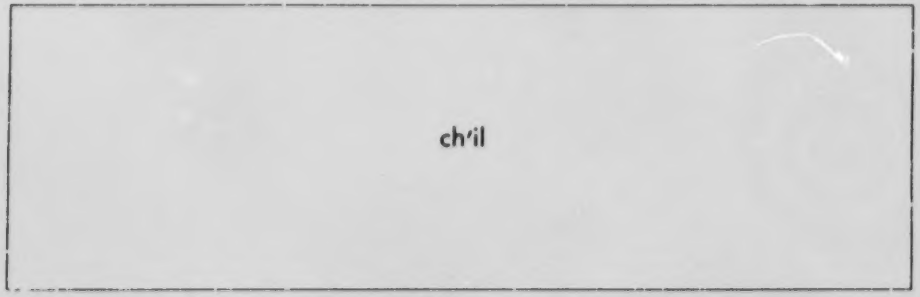
Look at the top frame.
Who can read this syllable?
Let's all read it.
What sound does this syllable end with?
What is the name of the unit the syllable ends with?

Look at the second frame.
Who can read this word?
Call on individuals to read it.
How many syllables are in the word?
What does the word łitsooí mean?

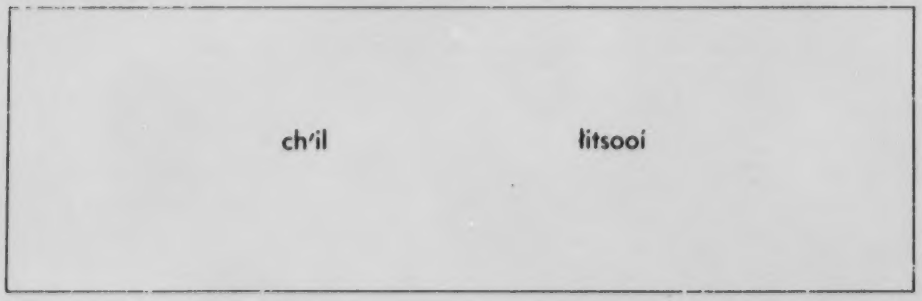


-41-

Look at the third frame.
Who can read this word?
Let's all read it.
What does the word ch'il mean?



Look at the bottom frame.
Who can read the first word?
Who can read the second word?
Who can read both words?
Call on individuals to read both words.
What does ch'il łitsooí mean?



Read the sentences on this page to yourself.
Fill in the missing units and circle the correct answers.
Check as children work.
Who wants to read the first frame?

Who wants to read the second frame?
Who wants to read the third frame?
Who wants to read the fourth frame?

-42-

Dictation Activity

I am going to dictate six words. I will read each word twice. You may spell each word to yourself quietly as you write the word.

1. dąągoósh
2. haiǫoósh
3. dibé
4. ha'át'íish
5. bee'adzooí
6. łitsooí

Díí bee'adzooí wolyé.

Díí Baa' bibee'adzooí át'é.

Kii éí bee'adz____' beeádin.

Díish ha'át'íí wolyé? bee'adzooí / beedeesdoi

Háish bibee'adzooí át'é? Kii / Baa'

Bee'adzooish tsin át'é? aoo' / nidaga'

Náshdóish bee'adzooí beehóló? Aoo' / Nidaga'

Baa' bibee'____ooí hóló.

Kii éí bibee'a_____' ádin.

Háish óolyé bee'adzooí?

Baa'ish bibee'adzooí ádin? aoo' / nidaga'

Bee'adzooish danímaz? nidaga' / aoo'

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check the answers as the children work.
Call on individuals to read each frame orally.

7i

Dii éi ch'il łitsooí át'é,

doo bee'adz____ át'ée da.

Ch'il łitsooí doo nitsaa da.

Ch'il łits____ éi Kii bi.

Da' ch'il łitsooísh nitsaa? aoo' / nidaga'

Ch'il łitsooísh jooł óolyé? nidaga' / aoo'

Bee'adzooísh nímaz? aoo' / nidaga'

Bee'adzooí ła' danineez. / danímaz.

Bee'adzooí ła' dadit'ǫ́. / dadik'ǫ́.

Háish óolyé ch'il łitsooí?

Ch'il łitsooí nímazgo / nineezgo óolyé.

Hwéédidiish ch'il łitsooí hółǫ́? aoo' / hóla

ORAL LESSON 5:

THE SOUNDS OF ɨ, ɨɨ and ɨ́ɨ́

Bá'ółta'í	Ółta'í
What is the sound of the unit i?	/i/
(Write ɨ) If I nasalize the unit, what will the sound be?	/ɨ/
Everyone say /ɨ/.	/ɨ/
When I say the word yiizɨ', do you hear the sound /ɨ/ at the end of the word?	aoo'
(Write zɨ on the board) Read this syllable.	/zɨ/
I will put a stop at the end of /zɨ/, then how would you read it?	/zɨ'/
(Write yii) Read this syllable.	/yii/
(Write yiizɨ') Read this word.	/yiizɨ'/
(Write ɨ) Read this unit.	/ɨ/
What is the name of the unit?	i háchɨshtahjigo diits'a'ígíí
Let's practice some more with the nasalized i. (Write k') What's the name of this unit?	k stop
(Point to k') What's the sound of this unit?	/k'/
Everyone say /k'/.	/k'/
(Write k'ɨ) Read this syllable.	/k'ɨ/

Can you think of other consonants that we can blend together with the nasalized i? The students might tell you some words that have the sound /į/. Such as ats'į' or yíwo'jį'. If not, work with syllables like t'į, tsį, yį etc.

The sound of ii is what? /ii/

The teacher may review the sound of the short i first.

(Write įį) The sound of this unit is /įį/. Say /įį/. What mark tells you to say this unit through your nose? /įį/

(Write įį) Read this unit. /įį/

Let's list some words with the sound /įį/. Suggested words are: bįįh, bidookįįł, kįįh, k'įį', yist'įįd and ałdįį.

Someone go to the board and write the sound /įį/. Ask a student. Everyone read the unit that's on the board. /įį/

I'm thinking of the word bįįh, what letter does it begin with? b

(Write bįįh) Call on a student to read it. Others may help.

Teacher should talk about the meaning of the words bidookįįł and yist'įįd since they are abstract words.

Students may continue doing some blending activities on the board, or they may do a writing activity. If writing activity is to be done, teacher might ask the students to write the unit /į́į/. Then ask them to write a syllable like shį́įh. Gradually ask them to write áshį́įh. Say the word slowly and say the sound distinctively. Some may write áshį́į which is fine.

(Write į́į on the board) This unit is almost like the unit we just got through talking about. In what way is it different? deigo diits'a'

The sound of this unit is /į́į/. Everyone say /į́į/. /į́į/

Can you think of some words that have the sound /į́į/? aoo'

Suggested words are: dį́į', ɬį́į', ajį́į', dootį́įł, doolchį́įł (scent), silį́į', hágoshį́į etc. These words are excellent for a blending activity.

Teacher may want to make up activities that would reinforce the introduction of the unit į́į.

Read the sentences in the first two frames to yourself.
Circle the correct answers.
Check quickly.
Call on individuals to read orally.

Háísh nineez? bee'adzooi / ch'il litsooi

Háísh nimaz? bee'adzooi / ch'il litsooi

Háísh Baa' bí? ch'il litsooi / bee'adzooi

Háísh Kii bí? bee'adzooi / ch'il litsooi

Write ii on the chalkboard.
(Pointing to ii).
What sound does this unit make?
Yes, let's all read it.

Háísh tsin át'é? bee'adzooi / hastói

Joołish nimaz? aoo' / nidaga'

K'aa'ish nimaz? nidaga' / aoo'

-47-

Look at the third frame.
What sound do you think this unit makes?
Yes, /i̧i̧/. Let's all read it.
What do you think the name of this unit is? Yes, (i nineezígíí háchi̧shtahjigo diits'a'ígíí.)

ii

Look at the bottom frame?
Who can read this word?
Everyone read it.
What is the middle sound of the word bi̧i̧h?
What does the word bi̧i̧h mean?

bi̧i̧h

Note: Two new words are introduced in context in frames three and four - nisin and háadi. If students have problems with these words the teacher can take time to discuss them.
Look at the first frame.
Read the three syllables to yourself.
Circle the syllable "chį"'.
Check quickly.

Who can read the first syllable?
Who can read the second syllable?
Who can read all the syllables?
Look at the second frame.
Who can read this word?
Call on individuals to read it.
How many syllables are there in the word?
What does báháchį' mean?

-48-

Read the sentences in the last two frames to yourself.
Circle the correct answers and fill in the missing units.
Check quickly.
Call on individuals to read orally.

bá há chį'

báháchį'

Díí náshdóí ayóo báháchį'.

Dziłdi náshdóí báhách___.

Dziłdi bįįh doo báhá_____ da.

Ch'íl łitsooí éí ayóo nisin, ní bįįh.

Háish ayóo báháchį? bįįh / náshdóí

Háadish náshdóí ayóo báháchį'? dziłdi / Kwe'é

Háish éí doo báháchį' da? náshdóí / bįįh

28

Read the sentences on this page to yourself.
Fill in the missing units, circle the correct answers and in the third frame draw lines to the correct pictures.
Check as children work.

Who can read the first frame?
Who can read the second frame?
Who can read the third frame?
Who can read the fourth frame?

Dictation Activity

I will dictate five words and one sentence. I will read each word twice. You may spell the words quietly to yourself as you write the words.

1. nisin
2. háadish
3. báháchį'
4. bįįh
5. ayóo

1. Bįįh ayóo báháchį'.

80

Dziłdi náshdóí / bįįh ayóo báháchį'.

Náshdóí / Bįįh éí doo báháchį' da.

Ch'íl litsooí éí ayóo nisin, ní bįįh.

Háish ch'íl litsooí ayóo nisin, ní? diyóósh / bįįh

Bįįh / Náshdóí doo báháchį' da dziłdi.

Dziłdi bįįh / náshdóí ayóo báháchį'.

Háish doo báháchį' da?

Háish ayóo báháchį'?

Háish ch'íl litsooí ayóo nisin, ní?

B___h dziłdi bighan.

Náshdóí ayóo bá___chį'.

Bįįh éí doo ___háchį' da.

81

Write ɨɨ on the chalkboard.
(Pointing to ɨɨ).
What is the sound of this unit?
Yes, /ɨɨ/. Let's all read it.
Look at the first frame.
What sound do you think this unit makes?
Yes, /ɨɨ/.
What do you think the name of this unit is?
Yes, i nineezígíí deıgo háchɨshtah dęę'go diits'a'. Let's all read the unit.

Look at the second frame.
Who can read this syllable?
What is the first sound of the syllable ɨɨ'?
What is the last sound of the syllable?
Let's read the syllable together.

-50-

Look at the third frame.
Read the two words in this frame to yourself.
Circle the word "dɨɨ'".
Who can read the other word?
Who can read both words?
What do the words dɨɨ' and łɨɨ' mean?

Look at the bottom frame.
Read the two words to yourself.
Circle the word "jiní."
Who can read the other word?
Who can read both words?
How many syllables are in the word łikan?
What does each word mean?

ii

ii'

dii' łii'

łikan jini

Note: Bił and daalkan are introduced in context. Again, if children seem to have any problems take time to discuss these words. Otherwise continue the lesson.

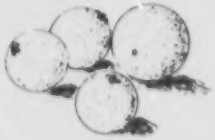
Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check as children work.
Call on individuals to read orally.
Continue to stress good oral reading habits -- reading like talking.

-51-

Kwe'é ch'il łitsooí dįį' lá.

Ch'il łitsooí ayóo łikan jiní.

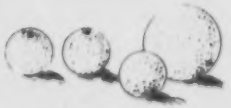
Díkwíish ch'il łitsooí? łįį' / dįį'



Ha'át'íish ayóo łikan? waa' / ch'il łitsooí

Kwe'ésh díkwíí ch'il łitsooí? 2 / 4

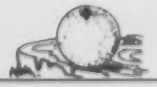
Łįį' / Dįį' ch'il łitsooí lá.



Ch'il łitsooísh ła' nitsaa? aoo' / nidaga'

Ch'il łitsooí / Ch'il waa' ayóo łikan.

Ch'il łitsooí ayóo łi_____, ní Kii.



Łįį' ch'il łitsooí ayóo bił ___kan.

Hastóí dóó ___įį' ayóo ch'il łitsooí bił daalkan?

Hastóí łįį' beedahóló.

Łįį' biwoo' nitsaa lá.

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check as children work.
Who wants to read the first frame?

Who wants to read the second frame?
Who wants to read the third frame?
Who wants to read the fourth frame?

-52-

Dictation Activity

I am going to dictate three sentences.
I will read each sentence twice slowly.
You may spell the words quietly to yourself as you write them.

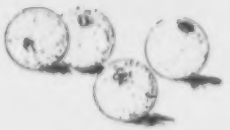
1. Náshdóí dziłdi bighan.
2. Hastóí łį́į́' beedahóló.
3. Ch'il łitsooí ayóo łikan jiní.

Háish łį́į' beedahóló? náshdóí / hastóí

Dį́į' / łį́į' ch'il łitsooí bił łikan.

Hastóí ł____' beedahóló.

Háish ch'il łitsooí ayóo bił łikan? łį́į' / dį́į'



Háish éí doo łikan da? ch'il łitsooí / waa'

Háish hastóí beedahóló? łį́į' / dį́į'

Ch'il łitsooísh dikwíí lá? dį́į' / łį́į'

ł____' bijáád danineez.

Dį́į' dikwíí óolyé? 4 / 2

Ch'il łitsooísh bijáád dahóló? nidaga' / aoo'

ł____' éí bijaa' dóó bijáád dahóló.

Ch'il łitsooísh bijaa' dahóló? aoo' / nidaga'

32

Write ɨɨ, ɨ́ɨ́ on the chalkboard.
(Point to each).
What sound does this unit make? Yes,
/ɨɨ/. What sound does this make? Yes,
/ɨ́ɨ́/.
Look at the first frame.
What sound do you think this unit makes?
Let's all read it.
What do you think the name of this unit
is? Yes, falling i.
Let's all say the name and sound.

Look at the second frame.
Read the three syllables to yourself.
Circle the syllable "ni". Check quickly.
Who can read the second syllable?
Who can read the third syllable?
Who can read all three syllables?

Look at the third frame.
Who can read this word?
Let's all read it.
How many syllables are in the word?
What does nilɨ́ɨgo mean?

Look at the bottom frame.
Who can read this word?
Call on individuals to read it.
How many syllables are in the word?
What does shɨ́ɨgo mean?

ɨɨ

ni lɨ́ɨ́ go

nilɨ́ɨgo

shɨ́ɨgo

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check as children work.
Who wants to read the first frame?

Who wants to read the second frame?
Who wants to read the third frame?
Who wants to read the fourth frame?

-54-

Dictation Activity

I am going to dictate five words. I will say each word twice. You may spell the words quietly to yourself as you write them.

1. jiní
2. shį́įgo
3. ɬį́į'
4. nilį́įgo
5. dį́į'

Dii hastói nilįįgo ayóo ch'il łitsooí bił likan.

Shįįgo ch'il łitsooí likan, daa ní hastói.

Díkwíish hastói ch'il łitsooí bił daalkan? 2 / 4

Ha'át'íish nilįįgo ch'il łitsooí bił daalkan? hastói / náshdói

Hastói nil____go ch'il łitsooí bił daalkan.

Sh____go ch'il łitsooí likan.

Shįįgo / Dąągo ch'il łitsooí likan.

Hastói shįį___ ch'il łitsooí bił daalkan.

Ha'át'íish shįįgo ayóo likan? ch'il łitsooí / waa'

Shįįgo hastói danilįįgo ch'il łitsooí bił daalkan.

Hastóish shįįgo likan? aoo' / nidaga'

Náshdóish nilįįgo ch'il łitsooí bił likan? nidaga' / aoo'

34

ORAL LESSON 6:

THE SOUND OF ą́ą́

Bá'ólta'í	Ółta'í
What is the sound of a long a?	/aa/
What about a long a with high tone marks?	/áá/
(Write ą́ą́ on the board) Can someone read this unit? Student may need help.	/ą́ą́/
The sound of this unit is /ą́ą́/, like when you say ahą́ą́h. Everyone say /ą́ą́/.	/ą́ą́/
Someone read the unit.	/ą́ą́/
The name of this unit is a nineezígíí deigo dóó háchįshtahjigo diits'a'ígíí.	
When I say the word bą́ą́h, do you hear the sound /ą́ą́/?	aoo'
Someone go to the board and write /ą́ą́/.	
Everyone read the unit on the board.	/ą́ą́/

Here are some words that have the unit ą́ą́.
Teacher writes them on the board. Call on
students to underline the unit that makes
the /ą́ą́/ sound.

adą́ą́dą́ą́'
ahą́ą́h
anéelą́ą́'
bą́ą́h
bich'ą́ą́h
ach'ą́ą́h
adíik'ą́ą́'

(Write dą́ą́) Everyone read this syllable. /dą́ą́/

(Write dą́ą́') Read this syllable. What does the syllable have at the end this time? stop

Continue doing this activity while changing the initial sounds. You might reverse it after awhile and practice changing the final sounds, using the unit /ą́ą́/ as the initial sound.

Read the sentences in the first frame to yourself.
Fill in the missing unit and circle the correct answers.
Check.
Call on individuals to read orally.
Write aa on the chalkboard.
Who can read this unit?
Let's all read it.

Look at the second frame.
Who can read this unit? Yes, /ąą/.
Let's all read it.
What do you think the name of this unit is? Yes, a nineezígíí háchįshtah dęęę'go diits'a'.

Look at the third frame.
Read the syllables to yourself.
Circle the syllable "bąąh".
Who can read the other syllable?
Who can read both syllables?
What is the middle sound in the syllable bąąh?
What is the name of this unit that makes the /ąą/ sound?

Look at the bottom frame.
Who can read this word?
Let's all read it.
How many syllables are in the word?
What does tábąąh mean?

Shíjgoósh deesdoi leh? aoo' / nidaga'

Aoo', ___jjgo deesdoi leh.

Shíjgosh ha'átíí likan leh? waa' / ch'il litsooi

ąą

tá bąąh

tábąąh

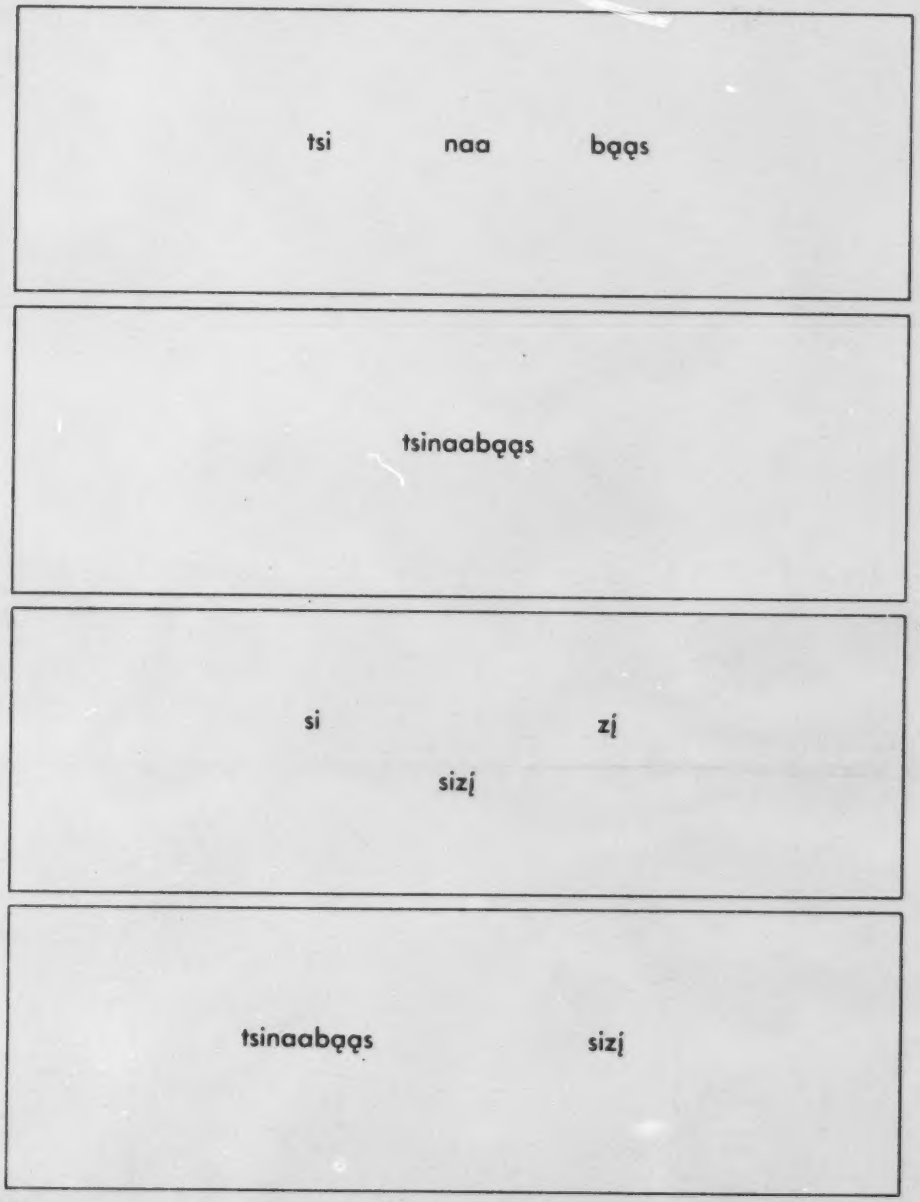
Look at the top frame.
Read the three syllables to yourself.
Circle the syllable "bąąs".
Who can read the first syllable?
Who can read the second syllable?
Who can read all three syllables?

Look at the second frame.
Who can read this word?
Call on individuals to read it.
How many syllables are in the word?
What does tsinaabąąs mean?

-58-

Look at the third frame.
Read the syllables in the first line to yourself.
Circle the syllable "zį."
Who can read the word on the second line?
Let's all read it.
What does sizį mean?

Look at the bottom frame.
Read the two words in this frame to yourself.
Circle the word "sizį".
Check.
Who can read the other word?



36

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check as children work.
Who can read the first frame?

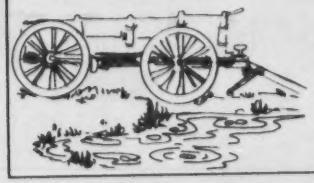
Who can read the second frame?
Who can read the third frame?
Who can read the bottom frame?

Note: The word názbąs introduced in context.

Dictation Activity

I am going to dictate two sentences.
I will repeat each sentence twice.
You may spell the words to yourself quietly as you write them.

1. Ch'il łitsooí łikan, daaní hastóí.
2. Łįį' biwoo' nitsaa lá.



Dií tsinaabąąs bijáád nitsaa.

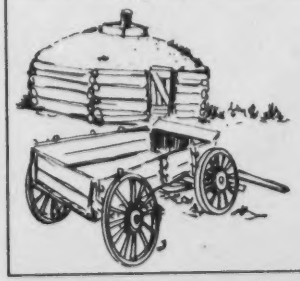
Ła' tsinaabąąs bijáád doo danitsaa da.

Tábąąhdi tsinaabąąs sizį.

Tsinaabąąs bijáád nitsaa. / nineez.

Tsinaabąąs bijáád doo danineez da. / danitsaa da.

Tsinaabąąs bijáád názbąs dóó nineez. / nitsaa.



Kii tsinaabąąs beehóló.

Kii tsinaabąąs / ts'inaabaas hooghandi bá sizį.

Doo tábąąhdi sizįį da.

Tsinaab____s tábąąhdi sizį.

Tsinaa_____ bijáád nitsaa dóó tábąąhdi sizį.

Táb____hdi tsinaabąąs sizį.

Read the sentences in the first frame
to yourself.
Circle the correct answers.
Check quickly.
Call on individuals to read orally.
Write ąą on the chalkboard.
(Pointing to ąą)
Who can read this unit? Yes.
Everyone read it.

Look at the second frame.
Who can read the unit on the left?
Yes, /ą́ą́/. Let's all read it.
What do you think the name of this unit
would be? Yes, a nineezígíí deigo dóó
háchįshtah dęę'go diits'a'.
Who can read the syllable?
Let's all read it.

-60-

Look at the third frame.
Read both syllables to yourself.
Circle the syllable "naa."
Who can read the other syllable?
Who can read both syllables?

Look at the bottom frame.
Who can read this word?
Let's all read it.
How many syllables are in the word?
What does the word naadą́ą́' mean?

Háish tsinaabąąs hooghandi bá sizį? Kii / Baa'

Háish tsinaabąąs doo tábąąhdi bá sizįį da? Kii / hóla

Háish tsinaabąąs tábąąhdi bá sizį? Kii / hóla

ą́ą́ ą́ą́'

naa dą́ą́'

naadą́ą́'

Look at the top frame.
Read the two syllables on the first line to yourself.
Circle the syllable "á".
Who can read the other syllable?
Who can read the word under the syllables?
Let's all read it.
What does átsą́ą́' mean?

Read the sentences in the rest of the frames on this page to yourself.
Fill in the missing units and circle the correct answers.
Check as children work.
Call on individuals to read orally.

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á tsą́ą́'

átsą́ą́'

Dii Baa' binaadą́ą́' ayóo łikan.

Kwe'é naadą́ą́' dį́į' lá.

Baa' bighandi naadą́ą́' hóló.

Tł'izi naadą́ą́' ayóo bił daalkan.

Baa'
Chaa' bighandi naadą́ą́' hóló.

Áts____' éi Baa' bighandi ádin.

Átsą́ą́' dó' ayóo łikan łeh.

Dii átsą́ą́' át'é.

Átsą́ą́' hái bighandi hóló? hóla / Baa'

Háish éi bighandi naadą́ą́' hóló? Baa' / chaa'

Háish éi bighandi átsą́ą́' ádin? ch'ał / Baa'

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check as children work.
Call on individuals to read orally.
Continue to encourage children to read orally like talking.

If children still have problems blending syllables, continue to use the activities suggested in this and the Chaa' reader. Remember for some students syllable blending is a very difficult skill to master.

Dictation Activity

I am going to dictate five words. I will read each word twice. You may spell the words to yourself quietly as you write them.

1. tábąąh
2. átsą́ą́'
3. sizį́
4. naadą́ą́'
5. tsinaabąąs

Tsinaabąąsísh bitsą́ą́' dahólǫ́? aoo' / nidaga'

Tł'iishísh binaadą́ą́' dahólǫ́? aoo' / nidaga'

Átsą́ą́' dóó naadą́ą́'ísh ayóo łikan? aoo' / nidaga'

Díí tł'ízí ____tsą́ą́' hólǫ́.

Naadą́ą́' éí bi____ą́ą́' ádin.

Tł'ízí bits____' doo nitsaa da.

Háísh bitsą́ą́' hólǫ́? tł'ízí / naadą́ą́'

Háísh éí bitsą́ą́' ádin? tł'iish / naadą́ą́'

Tł'ízí éí doo bitsą́ą́' / bitsaa nitsaa da.

Naa_____' łikan.

__tsą́ą́' dó' łikan.

Tł'ízí bi_____' hólǫ́.

Tł'ízí ____tsą́ą́' łikan.

ORAL LESSON 7:

THE SOUND OF ęę, and ǫ́ǫ́

Bá'ółta'í — Ółta'í

Review the sounds of the unit e, é, ee and ǫǫ́.

(Write ęę on the board) The sound of this unit is /ęę/. Say /ęę/. — /ęę/

Can someone tell me the name of this unit? — e ninǫǫz dóó hácháshtahjigo diits'a'ígíí

By now the students should be able to recognize and name the diacritic marks such as the nasal mark.

(Point to ęę) Read this unit. — /ęę/

(Write sęę) Read this syllable. — /sęę/

(Write sęęs) Read this word. — /sęęs/

What is the sound of this unit? (Pointing to z) — /z/

(Write zęęs) Read this syllable. — /zęęs/

(Write bizęęs) Read this word. — /bizęęs/

Continue the blending activity. If an additional activity is needed prepare one.

What is the sound of ęę? — /ęę/

(Write ǫ́ǫ́) What has been added to this long e? — deigo diits'a' sáłíí'

Everyone say /ǫ́ǫ́/. — /ǫ́ǫ́/

(Write ǫ́ǫ́ on the board) Everyone read this unit.

/ǫ́ǫ́/

Someone go to the board and write the sound /ǫ́ǫ́/.

ǫ́ǫ́ íidoolíił

I'll write the unit /ǫ́ǫ́/, and everybody can help me. What do I write first? What tone marks do I write next?

ee deigo diits'a'ígíí

dóó háchı́shtahjigo

diits'a'ígíí

Can you think of any words that have the sound /ǫ́ǫ́/. If no answer, teacher might suggest words like dǫ́ǫ́'go, wóshdǫ́ǫ́' and táyi'dǫ́ǫ́'.

Continue working on this unit. For final activity students could do a fill-in-the-blank exercise. The teacher can write words or syllables on the board with missing units e.g. d___'ego = dǫ́ǫ́'go, and then read the words and allow children to fill in the missing units.

The sound of ǫ́ǫ. This sound comes natural in the environment used in the Náshdóí reader-workbook for the native speakers. It will not be introduced here as an oral lesson.

Read the sentences in the first frame
to yourself.
Fill in the missing units.
Check quickly.
Call on individuals to read orally.
Write ee on the chalkboard.
(Pointing to the ee)
What sound does this unit make?
Let's all read it.

Look at the second frame.
Who can read this unit?
Call on individuals to read it.
What is the name of this unit? Yes,
e nineezígíí háchįshtah dęę'go diits'a.
Let's all say the name.

Look at the third frame.
Who can read this word.
Let's all read it.
What is the middle sound of the word
sęęs? Yes, /ęę/.
What is the name of the unit that makes
the /ęę/ sound?
What does the word sęęs mean?

Look at the bottom frame.
Read the two syllables to yourself.
Circle the syllable "yi."
Check.
Who can read the other syllable?
Who can read both syllables?

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_____dą́ą́' doo nímas da.

Naa_____' éí doo tł'ízí beehólǫ́ǫ da.

Tł'ízí éí naa_____ bił likan.

ęę

sęęs

yi hęęs

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Look at the top frame.
Who can read this word?
Call on individuals to read it.
What does the word yihęęs mean?
How many syllables are in the word?

Look at the second frame.
Read the two syllables in the top line to yourself.
Circle the syllable "la'".
Who can read the other syllable?
Who can read the word under the syllables?
Let's all read it.
What does the word bíla' mean?

-66-

Read the sentences in the last two frames to yourself.
Circle the correct answers.
Check the children's work.
Call on individuals to read orally.

Note: The word bąąh is introduced in context.

yihęęs

bi la'

bila'

Kii bila' sęęs bąąh.

Sęęs ayóo yihęęs, ní Kii.

Díí sęęs át'é, doo sid át'ée da.

Sidish sęęs át'é? aoo' / nidaga'

Ha'át'íish yihęęs jiní? sid / sęęs

Háish sęęs beehóló? Kii / Baa'

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Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check as children work.
Who can read the first frame orally?

Who can read the second frame orally?
Who can read the third frame orally?
Who can read the fourth frame orally?

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Dictation Activity

I am going to dictate two sentences. I will read each sentence twice. You may spell each word to yourself quietly as you write it.

1. Naadą́ą́' ayóo łikan, ní Kii.
2. Kii bíla' sęęs bąąh.

Da' Kiish bíla' ayóo yihę́ę́s? aoo' / nidaga'

Ch'il nineez léi' sęęs bąąh, ní Baa'.

Shíla' dó' sęęs bąąh, ní Kii.

Háish sęęs yihę́ę́s ní? ch'il / Kii

Baa' s____s doo beehólǫ́ǫ da.

Ch'il dóó Kii / Baa' sęęs beehólǫ́.

Kii bíla' / bijaa' sęęs bąąh.

Ch'il dó' sid / sęęs bąąh hóló.

Kii dóó ch'il sęęs / sid bąąh hóló.

Joołish sęęs bąąh hóló? nidaga' / aoo'

Ch'ilish sęęs bąąh hóló? aoo' / nidaga'

Sidish sęęs wolyé? aoo' / nidaga'

Look at the first frame.
Who can read the first unit?
What is the name of the first unit? Yes, falling e. Let's all say it.
Who can read the second unit?
Let's all read it.
What is the name of the second unit?
Yes, falling and nasalized e. Let's all say the name.

Look at the second frame.
Who can read this word?
How does the word yę́ę end?
What does the word yę́ę mean?
(This may require more explanation because it is a functional word).

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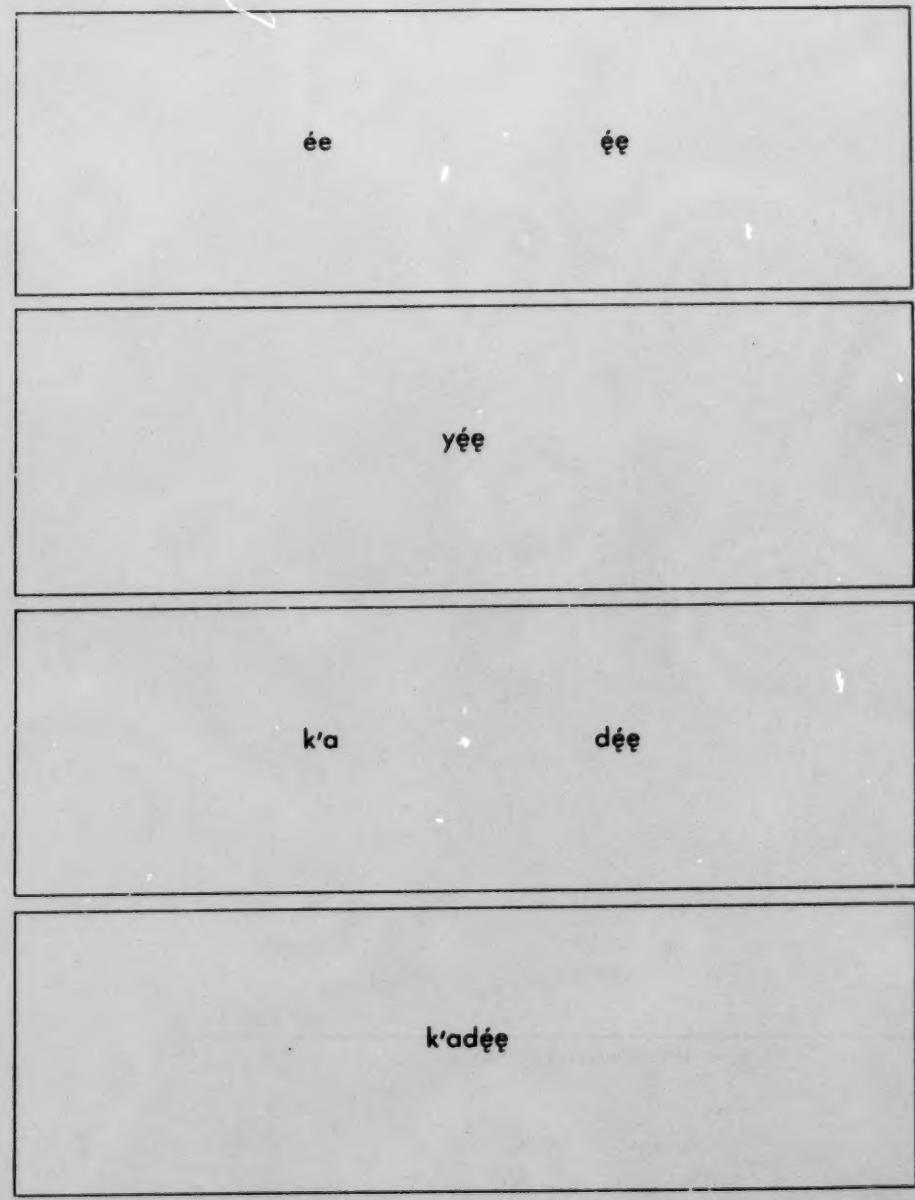
Look at the third frame.
Read the syllables in this frame to yourself.
Circle the syllable "k'a".
Check quickly.
Who can read the second syllable?
Who can read both syllables?

Look at the bottom frame.
Who can read this word?
Let's all read it.
How many syllables are in the word?
What does the word k'adę́ę mean?



Look at the first frame.
Who can read this word?
Let's all read it.
How many syllables are there in the word?
What does the word nit'ą mean?

Look at the second frame.
Read the syllables at the top to yourself.
Circle the syllable "chozh".
Check quickly.
Who can read the first syllable?
Who can read the second syllable?
Who can read all three syllables?
Who can read the word under the syllables?
Call on individuals to read it.
How many syllables are in the word?
What does the word yiyíiłchozh mean?

Read the sentences in the last two frames to yourself.
Circle the correct answers and fill in the missing units?
Check the children's work.
Call on individuals to read orally.

nit'ą

yi yiił chozh

yiyiiłchozh

Dii ch'il k'adęę nit'ą.

Dii shich'il k'ad____ nit'ą. ni Baa'.

Háish k'adęę nit'ą? ch'il chaa'

Eii tł'izi yidloohgo át'é.

Eii tł'izi ch'___ ayóo bił likan.

Ch'il __ęę yiyiiłchozh!

Kii bitł'izi ayóo ____il bił likan.

Note: Two words are introduced in context - nít'éé' and ni'. There is no need to explain these words unless students have problems with them. Read the sentences on this page to yourself. Circle the correct answers and fill in the missing units.
Check as children work.
Call on individuals to read orally.

Dictation Activity

I am going to dictate eight words. I will say each word twice. You may spell the words to yourself as you write them.

1. sęęs
2. k'adęę
3. yihęęs
4. yęę
5. nit'ą
6. bíla'
7. yiyíiłchozh
8. nít'éé'

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Háish bich'il nit'éé'? Baa' / yaa'

Tł'ízí át'į, ni Baa'.

Háish bitł'ízí? Baa' / Kii

Ch'il k'ad____ nit'ą nít'éé'.

Ch'il y____ k'ad ádin.

Shich'il ___ęę tł'ízí yiyíiłchozh, ní Baa'.

Baa' hái bí nit'éé'? ch'ał / ch'il

Ch'ilish k'adęę nit'ą nit'éé'? aoo' / nidaga'

Háish bitł'ízí ch'il yiyíiłchozh? Baa' / Kii

K'adęę ch'il / ch'ał nit'ą nit'éé'.

Baa' bich'il yoo' / yęę ádin.

Tł'ízí chaa' / ch'il yiyíiłchozh.

ORAL LESSON 8:

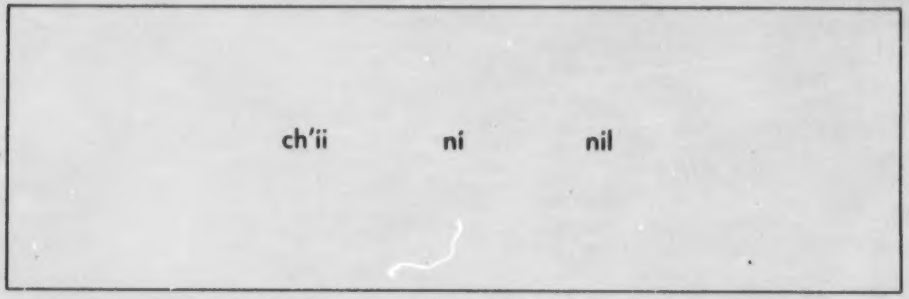
THE SOUND OF íi

Bá'ólta'í	Ółta'í
(Write ii on the board) Do you remember how to read this unit? Someone read this unit?	aoo' /ii/
(Write íi) The sound of this unit is /íi/. Everyone say /íi/.	/íi/
The name of this unit is i wódahdóó yaago diits'a'ígíí.	
(Point to íi) Everyone read this unit.	/íi/
Listen for the sound /íi/ when I say siziigo. Do you hear the sound?	aoo'
Help me write the sound /íi/. What letter do I begin with? What letter do I write next?	i deigo diits'a'ígíí dóó i
I'll say some words. When you hear /íi/, clap your hands. When I say siziigo, will you clap?	aoo'
bááh	
jooł	
ák'íididis	clap
ch'íiníníl	clap
náshdóí	
íidoołíił	clap
ak'e'elchíigi	clap

The students may underline the unit ii after the words are written on the board. The teacher should also prepare a blending activity.

Look at the first frame.
Write ii on the chalkboard.
(Pointing to ii)
What is the sound of this unit?
Look at the first frame.
What do you think the sound of this unit is? Yes, /íi/, let's all read it.
What do you think the name of this unit is? Yes, i falling, let's all say it.

Look at the second frame.
Read all three syllables to yourself.
Circle the syllable "ní".
Who can read the first syllable?
Who can read the last syllable?
Who can read all three syllables?



Look at the third frame.
Who can read this word?
Call on individuals to read it.
How many syllables are in this word?
What does the word ch'íiníníl mean?

Look at the bottom frame.
Who can read this word? Let's all read it.
What does the word dibé mean?
How many syllables are in the word dibé?

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
In the bottom frame draw lines from the sentences to the pictures that each sentence tells about.
Check as children work.

Who can read the first frame?
Who can read the second frame?
Who can read the third frame?
Who can read the fourth frame?

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Dictation Activity

I am going to dictate three sentences. I will read each sentence twice. You may spell each word to yourself quietly as you write the words.

1. Díí ch'il k'adęę nit'ą.
2. Dibé ch'íiníníl.
3. Kii bíla' ayóo yihęęs.

Baa' bimá dibé ch'íiníníl.

Baa' bimásh ha'át'íí ch'íiníníl? dibé / dził

Dibé ch'____níníl.

Baa' bimá dibé chíiníníl. / ch'íiníníl.

Díkwíish dibé ch'íiníníl? 8 / 3

Dibé dóó tł'ízi ____íiníníl lá.

Shimá dibé ch'_____, ní Baa'.

Háish dibé ch'íiníníl? Baa' bimá / Ch'ał bimá

Dibéésh bighan hóló? aoo' / nidaga'

Háish dibé ch'íiníníl?

Háish bimá dibé ch'íiníníl?

Díí Baa' bimá ch'íiníníl.

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ORAL LESSON 9:

THE SOUNDS OF eii, aii and aaí

Bá'ółta'í — Ółta'í

(Note: paper and pencils are needed in this lesson)

(Write eii on the board) This is the sound you hear at the end of the word acheii.

Everybody say /eii/. — /eii/

Help me write the unit /eii/. Let everyone help spell the unit.

(Pointing to eii) What word has this sound? — acheii

Tell me some other words that have the sound /eii/. Write the words on the board. The children may need help.

Suggested words are:

neii'né

ádeiilyaa

ádeiit'įįd

nideiilnishígíí

bicheii

Can you all see the unit /eii/? — aoo'

What is the sound of d? — /d/

(Write deii) Everyone read this syllable. — /deii/

(Write deiil) What sound did I add at the end? — /l/

(Point to deiil) Read this syllable. — /deiil/

(Write yé) Read this syllable. /yé/

(Write deiilyé) Read this nonsense word. /deiilyé/

Continue blending with consonants like ch, t', zh etc. A fill-in-the-blank activity can be added.

(Write aii on the board) This is a unit. You hear this sound at the end of the word haníígaii.

The sound of this unit is /aii/. Everyone say /aii/. /aii/

When I say the word <u>haníígaii</u> where is the sound /aii/ at? Is it at the beginning or at the end of the word? akéédęę'

Say /gaii/. /gaii/

Say /kaii/ like in the word naakaii. /kaii/

(Write aii) Is this a unit? Read the unit. aoo' /aii/

Someone go to the board and write /aii/. aii íidooliił

Read the unit. /aii/

What two words have the /aii/ sound? haníígaii dóó naakaii

There are other words with the <u>aii</u> sound. Can you think of any words with that sound? Write the words on the board.

Keep blending and if additional activity is needed prepare one.

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(Write aaí) This unit is slightly different from the previous unit we talked about. How is it different?

a nineez dóó i deigo diits'a'

The sound of this unit can be found in the word shinaaí or bínaaí.

Say /naaí/.

/naaí/

Say /aaí/.

/aaí/

Someone write /aaí/ on the board. Read this unit.

aaí íidooliił /aaí/

The name of this unit is aa high i.

(Point to aaí) Read this unit.

/aaí/

(Write shaaí) Read this syllable.

/shaaí/

Someone go to the board and write /aaí/. Now, I want to write the syllable naaí. What letter do I add to the unit on the board? Let someone write n at the beginning of the unit aaí, and have him read the syllable.

/naaí/

Get a piece of paper and a pencil. I'll have you write four syllables. First write the syllable naaí. Say it slowly for the students. Next, write shaaí. (Check) Then write tsaaí and last write kaaí.

Teacher can add an additional activity.

Read the sentences in the first and second frames to yourself.
Circle the correct answers and fill in the missing units.
Check quickly.
Call on individuals to read orally.

Kii tł'ízí yázhí ła' ch'íiníníl. / chiiníníl.

Díkwíish tł'ízí yázhí ch'íiníníl? 2 / 4

Kíish ha'át'íí ch'íiníníl? dibé / tł'ízí

Háish tł'ízí yázhí ch'íiníníl? Kii / Baa'

Baa' bimá éi dibé dóó tł'ízí ch'íiníníl.

Tł'ízí yázhí dóó _____ yázhí ch'íiníníl.

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Look at the third frame.
Who can read this unit?
Let's all read it.
What is the name of this unit? Yes, eii.
Let's all say the name.

eii

Look at the bottom frame.
Read the two syllables in the first line to yourself.
Circle the syllable "né."
Who can read the other syllable?
Who can read the word under the syllables?
Let's all read it.
What does the word neii'né mean?

neii' né

neii'né

Look at the top frame.
Read the two words to yourself.
Circle the word "yiłní".
Who can read the word on the left?
Who can read both words?
Let's all read them.
What does naané mean?
What does yiłní mean?

Read the sentences in the last three frames to yourself.
Circle the correct answers and fill in the missing units.
Check the children's work.
Call on individuals to read orally.

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Continue to stress oral reading like talking.
Continue syllable blending activities with children who still are having difficulty blending.

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naané yiłní

Baa' kwe'é neii'né, ní Kii.

Aoo', kwe'é neii'____, ní Baa'

Kwe'é Baa' dóó Kii naané.

Háish neii'né ní? Baa' / Kii

Chaa' éí magí __eii'né yiłní.

Magí dooda ní.

Chaa' ha'át'íi ní? naané / neii'né

Magish éí chaa' ha'át'íi yiłní? dooda / doona

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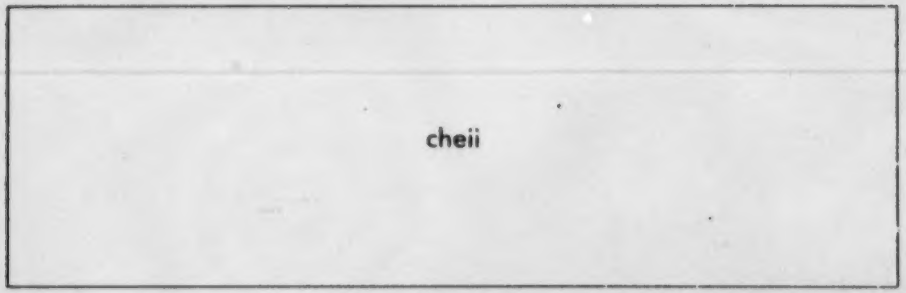
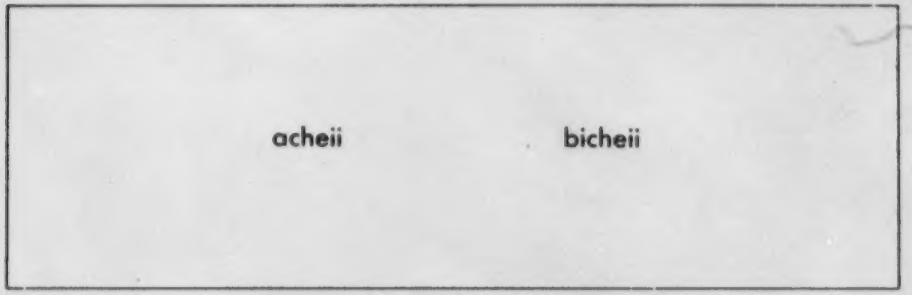
Look at the top frame.
Who can read this syllable?
What sound does the syllable "cheii"
end with?

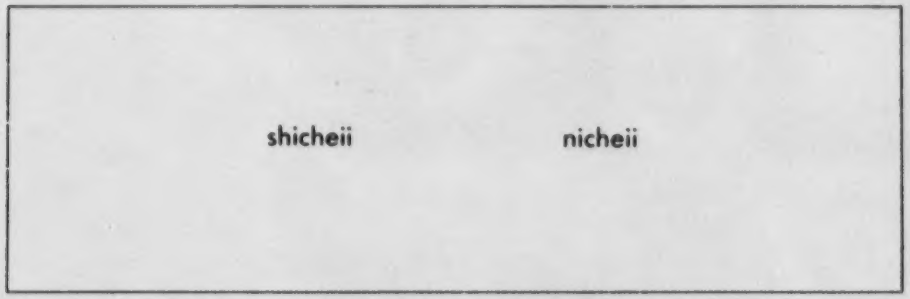


Look at the second frame.
Read the words in this frame to yourself.
Circle the word "acheii."
Let's read both words.
What does acheii mean?
What does bicheii mean?

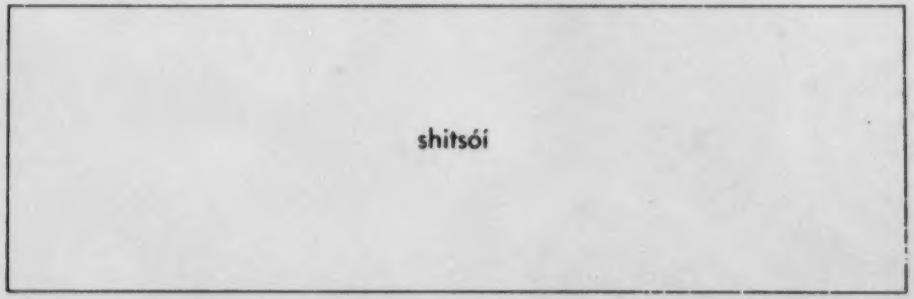


-80-

Look at the third frame.
Read the words in this frame to yourself.
Circle the word "shicheii."
Who can read the other word?
Who can read both words?
What does shicheii mean?
What does nicheii mean?
How many syllables are in the word
nicheii?



Look at the bottom frame.
Who can read this word?
Let's all read it.
How many syllables are in the word
shitsóí?
What does shitsóí mean?



Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check as the children work.
Who wants to read the first frame.

Who wants to read the second frame?
Who wants to read the third frame?
Who wants to read the fourth frame?

-81-

Dictation Activity

I am going to dictate seven words. I will say each word twice. You may spell the words quietly to yourself as you write them.

1. ch'íiníníl
2. naané
3. nicheii
4. dibé
5. neii'né
6. yiłní
7. shitsói

135

Díí hastói acheii át'é.

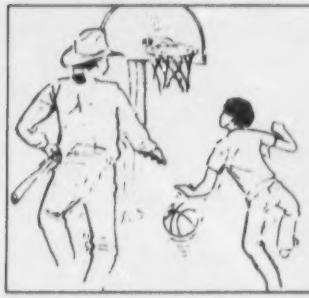
Díí hastói ła' shich_____ át'é, ní Kii.

Aoo', éi Kii shitsói át'é, ní Ch'ah Yázhí.

Kii bi____eii neii'né yiłní.

Aoo', jooł beeneii'né, ní Ch'ah Yázhí.

Kii nicheii / bicheii neii'né yiłní.



Kii bicheii / nicheii yił naané.

Kii nicheii / bicheii jooł yee naané.

Ch'ah Yázhí yoo' / jooł yee naané.

Kii Ch'ah Yázhí sh__cheii yiłní.

Ch'ah Yázhí éi K____ shitsói yiłní.

Háish doo jooł yee naanée da? Kii / Baa'

52

136

Read the sentences in the first three frames to yourself.
Circle the correct answers and fill in the missing units.
Check as children work.
Call on individuals to read orally.

-82-

Write ai on the chalkboard.
(Pointing to ai)
Who can read this unit? Let's all read it.
Look at the bottom frame.
Who can read this unit?
Call on individuals to read it.
What do you think the name of this unit is? Let's all say it aii.

137

Kii / Baa' neii'né ní.

Kiish hái bicheii? Ch'ał Yázhí / Ch'ah Yázhí

Ch'ah Yázhí Kii nicheii. / bicheii.

Háish bicheii hóló? ch'ał / Kii

Kii bi_____ hóló.

Ch'ah Yázhí éí ___cheii ádin.

Kiish acheii át'é? aoo' / nidaga'

Dooda Ch'ah Yázhí éí acheii át'é.

Acheii éí Ch'ah Yázhí / Ch'ał Yázhí wolyé.

aii

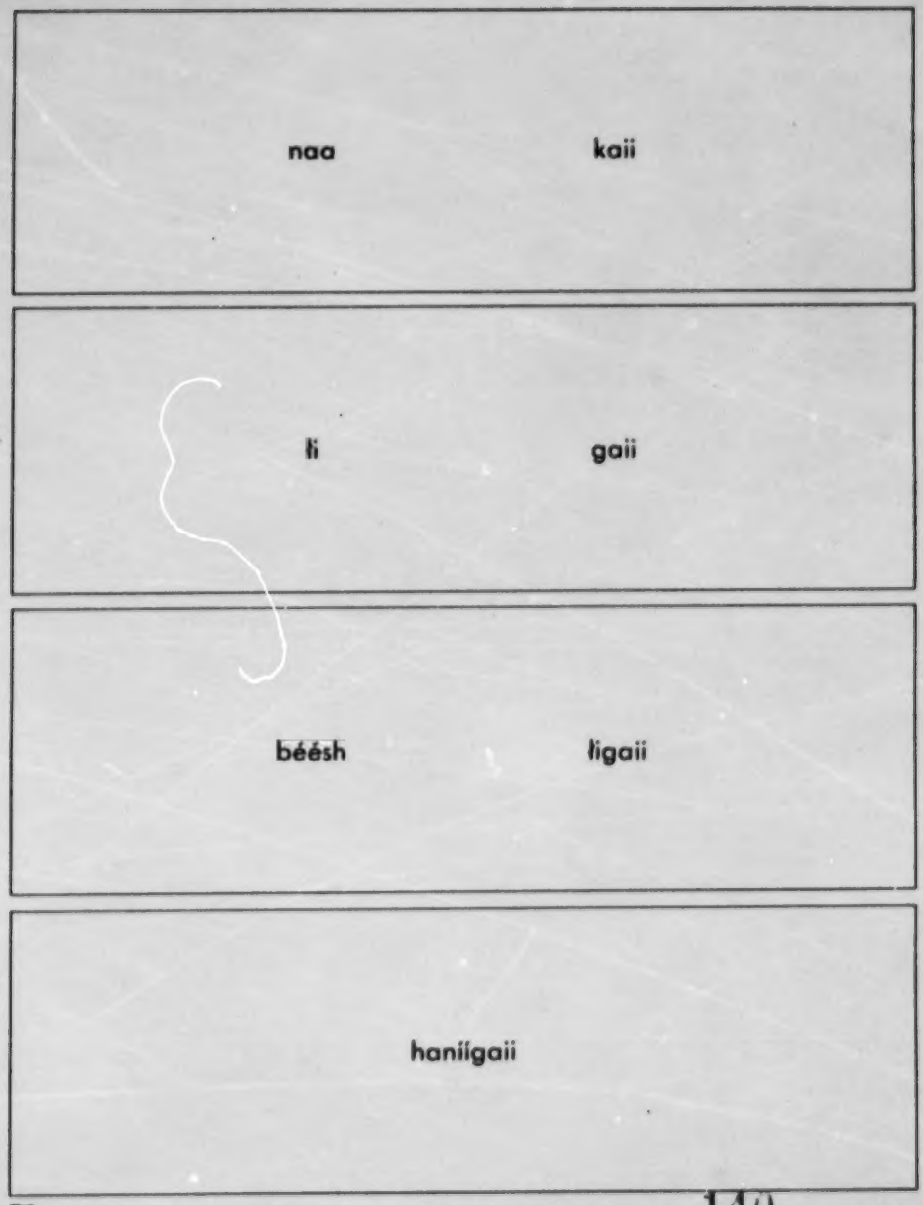
138

Look at the first frame.
Who can read the first syllable?
Who can read the second syllable?
Who can read both syllables fast so that it sounds like one word.
What does the word naakaii mean?

Look at the second frame.
Read the syllables to yourself.
Circle the syllable "li".
Who can read the other syllable?
Who can read both syllables?

Look at the third frame.
Read both words to yourself.
Circle the word "béésh."
Who can read the other word?
What does béésh mean?
What does łigaii mean?

Look at the bottom frame.
Who can read this word?
Call on individuals to read it.
How many syllables are in the word?
Let's clap out the syllables.
What does haníígaii mean?



Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check as children work.
Who can read the first frame?

Who can read the second frame?
Who can read the third frame?

-84-

Dictation Activity

I am going to dictate three sentences. I will read each sentence twice. You may spell the words to yourself quietly as you write them.

1. Kii bicheii Ch'ah Yázhí wolyé.
2. Kii jooł yee naané.
3. Naakaii bich'ah nitsaa.

Naakaii bich'ah nitsaa.

Naa_____ bich'ah nimaz.

Naak____ béésh łig_____ beehóló.

Béésh łigaii shí, ní __aakaii.

Háish bibéésh łigaii hóló? naakaii / haniigaii

Naakaii / Béésh bich'ah nitsaa.

Naakaii bich'ah nitsaa / nineez dóó nimaz.

Naa__aii nishłį.

Ch'ah ___gaii sheehóló.

Béésh łi__aii dó' sheehóló.

Kii éí ch'ah dóó béésh ___gaii beeádin.

55

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
In the last frame draw lines from the question to the picture that best answers the question.

Check as children work.
Call on individuals to read orally.
Continue to encourage students to read orally like talking.

-85-

143

Haniigaii ayóo łikan.

Haniigaii naadą́ą́' át'é.

Naakaiish haniigaii bił łikan? aoo' / nidaga'

Ha'át'íish óolyé haniigaii? naadą́ą́' / bicheii

Haniigaiish ayóo łikan? aoo' / nidaga'

Haniigaii naadą́ą́' / naakaii óolyé.

Naakaii hanii_____ ayóo bił łikan.

Háish ayóo łikan? naakaii / haniigaii

Háish doo łikan da? béésh łigaii / haniigaii

Háish haniigaii wolyé?

Háish Naakaii wolyé?

Háish béésh łigaii wolyé?

56

144

Write ai on the chalkboard.
(Pointing to ai).
Who can read this unit?
Let's all read it.
Look at the first frame.
Who can read this unit?
Let's all read it.
What do you think the name of this unit is? Yes, aai rising. Let's all say it.

Look at the second frame.
Read the two syllables to yourself.
Circle the syllable "shí."
Who can read the other syllable?
Who can read both syllables?

-86-

Look at the third frame.
Who can read this word?
Let's all read it.
How many syllables are in the word?
What does the word shínaaí mean?

Look at the bottom frame.
Call on individuals to read the word.
How many syllables are in the word?
What does bínaaí mean?

aaí

shí naaí

shínaaí

bínaaí

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check as children work.
Who can read the first frame orally?

Who can read the second frame?
Who can read the third frame?
Who can read the fourth frame?

Dictation Activity

I am going to dictate five words. I will say each word twice. You may spell each word quietly to yourself as you write it.

1. łigaii
2. shínaaí
3. béésh
4. Haníígaii
5. naakaii

Baa' bínaaí hóló.

Baa' bín____' Kii wolyé.

Shí éí shí____' ádin, ní Kii.

Kíish Baa' bínaaí át'é? aoo' / nidaga'

Kíish bínaaí hóló? aoo' / nidaga'

Baa'ísh bínaaí Bii' wolyé? aoo' / nidaga'

Háish bínaaí hóló? Baa' / Kii

Háish bínaaí ádin? Kii / Baa'

Baa' bínaaí Bii' / Kii wolyé.

Baa' ___'naaí jooł beehóló.

Shín____' jooł beehóló, ní Baa'.

Baa' éí jooł beehóló nit'éé'.

Look at the first frame.
Read the syllables to yourself.
Circle the syllable "hó".
Who can read the first syllable?
Who can read the last syllable?
Who can read the word under the syllables? Let's all read it.
What does the word biłhóyéé' mean?

bił hó yéé'

biłhóyéé'

Look at the second frame.
Who can read this word?
Call on individuals to read it.
What does the word iłhóyéé' mean?
How many syllables are in the word?

iłhóyéé'

Look at the third frame.
Read all three words to yourself.
Call on individuals to read the words.
Discuss the meaning of each word.

naanish naalnish naashnish

Look at the bottom frame.
Who can read this word?
Let's all read it.
How many syllables are in the word?
What does the word mean?
(This may require explanation or have students use it in sentences.)

biniinaa

Note: T'óó is introduced in context.
Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
In the bottom frame draw a line from the sentence to the picture the sentence tells about.

Check as children work.
Call on individuals to read orally.

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Dictation Activity

I am going to dictate two sentences. I will read each sentence twice. You may spell the words to yourself quietly as you write them.

1. Kii, Baa' bínaaí át'é.
2. Baa' bínaaí jooł yee naané.

151

Kii doo naalnish da, t'óó biłhóyéé' jiní.

Kii ayóo shiłhóyéé' ní.

Háish doo naalnish da? Kii / Baa'

Ha'át'íish biniinaa Kii doo naalnish da? iłhóyéé' / biłhóyéé'

Háish shiłhóyéé' ní? Baa' / Kii

Baa' éí doo biłhóy____' da.

Baa' ayóo naalnish. / naanish.

Háish ayóo naalnish jiní? Kii / Baa'

Háish doo naalnish da?

Háish ayóo naalnish jiní?

Háish shiłhóyéé' ní?

60

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ORAL LESSON 10:

THE SOUND OF ę

Bá'ǫlta'í — Ółta'í

(Write e on the board) What is the sound of this vowel or unit? /e/

(Write é) Read this unit. /é/

(Write ę) Read this unit. /ę/

Usually this unit isn't found in a lot of words. The word nít'ę'igíí has the sound /ę/. Say /t'ę/ /t'ę/

(Write t'ę) Read this syllable. /t'ę/

What word did I say had the sound /ę/? nít'ę'igíí

Help me write the syllable kę. Students will spell while teacher writes it on the board. Continue blending syllables like k'ę, nę, dę, shę, chę etc.

Teacher could add a writing activity.

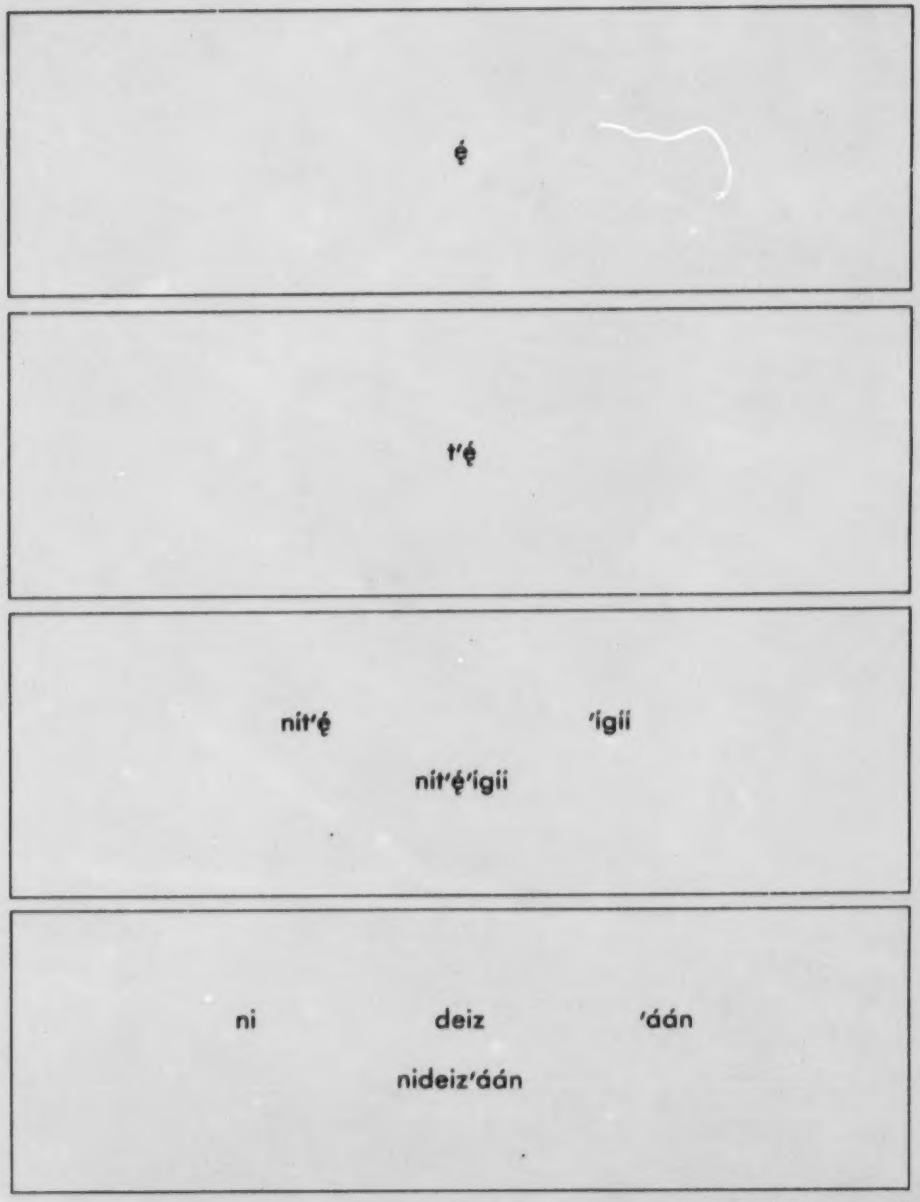
Write e, é, on the chalkboard.
(Pointing to e)
Who can read this unit?
What is the name of the unit?
(Pointing to é)
Who can read this unit?
What is the name of this unit?
Look at the first frame.
Who can read this unit?
Let's all read it together.
What is the name of this unit? Yes, e
deigo dóó háchįshtah dęęę'go diits'a'.

Look at the second frame.
Call on individuals to read the syllable.
Who can read the syllable?
Let's all read it.

-91-

Look at the third frame.
Who can read the first two syllables?
Let's all read them.
Who can read the last two syllables?
Everyone read them.
Look at the word below the syllables,
who can read the word?

Look at the bottom frame.
Read the syllables on the top line to
yourself.
Circle the syllables "deiz".
Let's read all three syllables together.
Look at the word under the syllables,
who can read the word?
Everyone read it.
What does nideiz'áán mean?



Note: Sinil, ádiilniił, shiłhóyéé' and iiléél are all introduced in context. If students have problems take time to discuss the words. This is the most difficult set of sentences introduced thus far. If students have had some problems reading to this point, the teacher may want to go through the next two pages frame to frame.

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check as children work.
Call on individuals to read orally.

Blending Activity

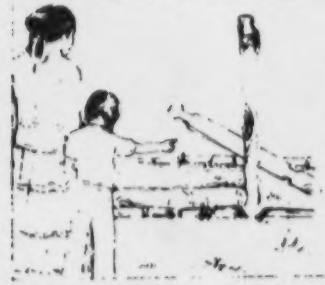
I am going to read several words. I will read the word then you repeat it twice each time clapping out the syllables.

1. biłhóyéé'
2. nit'ę́'iqíí
3. sinil
4. ádiilníił
5. shiłhóyée'
6. íiléél
7. nideiz'áán
8. naalnish

Kwe'é tsin dóó tsé sinil.

Háish bighan nit'éé'? ni Baa'.

Hastói léi' dabighan nit'éé' k'ad Hwééldidi nidaalnish, ní Baa' bimá.



Ei hooghan nit'ę́'igíí doo __astói daabí da.

Hastói léi' nidaalzheehgo hooghan nideiz'áán nit'____'.

Doo shíí bighani da, ní Baa'.

Kii áni, shicheii dóó shí hoo____an nizhónigo ádiilníił.

K'ad doo shiłhóyée' da doo, ní Kii.

Kii Baa' k'ad naashnish doo ní.

Nizhónigo shíí Kii dóó bicheii hooghan iidooliił.

Kiish k'ad ayóo naalnish? aoo' nidaga'

Kii dóó shicheii bicheii hooghan iiléél.

Note: Nizhóní, Nizhónígo, ałdó' are all introduced in context. If students have problems decoding these words, assist them by writing the words on the board and decoding them as a class.
Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing unit.
Check as children work.

Who wants to read the first frame orally?
Who wants to read the second frame orally?
Who wants to read the third frame orally?
Who wants to read the fourth frame orally?

Dictation Activity

I am going to dictate five words. I will say each word twice. You may spell the words to yourself quietly as you write them.

1. iłhóyéé'
2. naashnish
3. biniinaa
4. sinil
5. ííléél

Kiish biłhóyéé' nít'éé'? aoo' / nidaga'

Kii naanishgo / naalnishgo doo biłhóyée' da.

Hooghan nít'__'igíí nizhóní doo jini.

Kii k'ad ayóo naalnish. / naashnish.

Kii bicheii dó' ayóo naanish. / naalnish.

Baa' / Kii k'ad doo biłhóyéé' da.

Bii' / Baa' bínaai hooghan íiléél.

Kii dóó Baa' bicheii / shicheii dó' hooghan íiléél.

Háish Baa' bínaaí? Bii' / Kii

Kii dóó bicheii nít'ę́'igíí / hooghan nizhónígo íiléél.

Baa' dóó bimá ałdó' ayóo naalnish.

Baa' dóó bimá / Bii' ayóo naalnish.

Look at the first frame.
Who can read this unit?
What is the name of this unit?

Look at the second frame.
Who can read the word?
Let's all read it.
What does the word si'ǫ́ mean?
How many syllables are in the word?

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Look at the third frame.
Who can read this word?
Call on individuals to read it.
What does the word ashǫ́ mean?
How many syllables are in the word?

Look at the bottom frame.
Read the two words to yourself.
Circle the word "tsé."
Who can read the other word?
What does the word tsé mean?
What does the yikáá' mean?

Note: Kǫǫ́, shį́į́, biniiyée and sidá are introduced in context. The words need to be discussed if children seem to have problems.

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check as children work.
Call on individuals to read orally.

Dictation Activity

I am going to dictate five words. I will say each word twice. You may spell the words to yourself quietly as you write each word.

1. naanish
2. biniinaa
3. nit'é'ígíí
4. nideiz'áán
5. naalnish

Kǫǫ́ tsé si'ą́.

Díí tsé nitsaa dóó nímaz.

Ch'ał ts_' yikáá' dah sidá.

Kwe'é éí gah ts_' yikáá' naané.

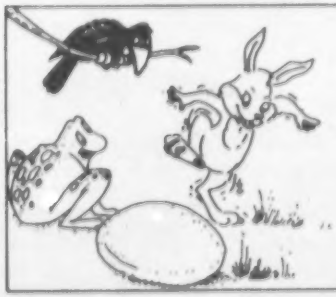
Ch'ałísh éí t'óó sidá? aoo' / nidaga'

Gah éí yidlohgo naa___'.

Ha'át'íísh si'ą́ jiní? tsé / tse

Háísh tsé yikáá'di yidloh? gah / ch'ał

Gah t'óó __aané doo naalnish da.



Ha'át'íísh biniiyé t'óó naané? ní gáagii.

Hóla bił shį́į́ hóyéé', ní ch'ał.

Kwé'é tsé sidá. / si'ą́.

Read the sentences on this page to yourself.
Circle the correct answers.
Check as children work.
Call on individuals to read each frame orally.

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Dictation Activity

I am going to dictate five words. I will say each word twice. You may spell the words quietly to yourself as you write them.

1. bikáá'
2. ashą́
3. nizhóní
4. yikáá'
5. si'ą́

Shi éí tsé si'ą́ągo bikáá' ashą́, ní gah.

Doo shił hóyéé' da, ní.

Naashnish nít'éé' k'ad éí ashę́ / ashą́ ní.

Gah / Baa' tsé bikáa'gi ashą́ ní.

Shi éí doo ashą́ą da, ní ch'ał. / gah.

T'óó dichin / dechin nilį ch'ał.

Kǫ́ǫ́ chiyáán / ch'iyáán ła' hóló, ní gah.

Éí ch'iyáán doo nisin da, ní ch'ał.

Ha'át'íish éí nił likan? ní gah.

Ha'át'íish nímazgo si'ą́? tsé / tsá

Háish éí ashą́ ní? gah / gáagii

Háish dichin nilį́? ch'ał / chaa'

ORAL LESSON 11:

THE SOUND OF x

Bá'ółta'í Ółta'í

(Write x on the board) The sound of this unit is found in many words like nitsxaa, bee'atsxis, yíchxǫ'. You make this sound by forcing air out from your throat. Say ałtso. Now say ałtsxo.

Say nitsaa and nitsxaa. See how you force the air out from your throat? Model the sound for the students.

(Point to x) When making the sound of this unit you say it from your throat strongly.

(Write tsxo) This syllable says tsxo.

Say it. /tsxo/

If I want to write tsxa, first I would write

what unit? Then comes that strong sound, /ts/

what is it? Then the final sound is /a/. /x/

Write the syllable on the board.

Tell me how you say the sound of x. /x/

Now describe how you produce that sound from your throat.

Provide a practice session where you would ask students to write tsxaa for the word nitsxaa or other syllables.

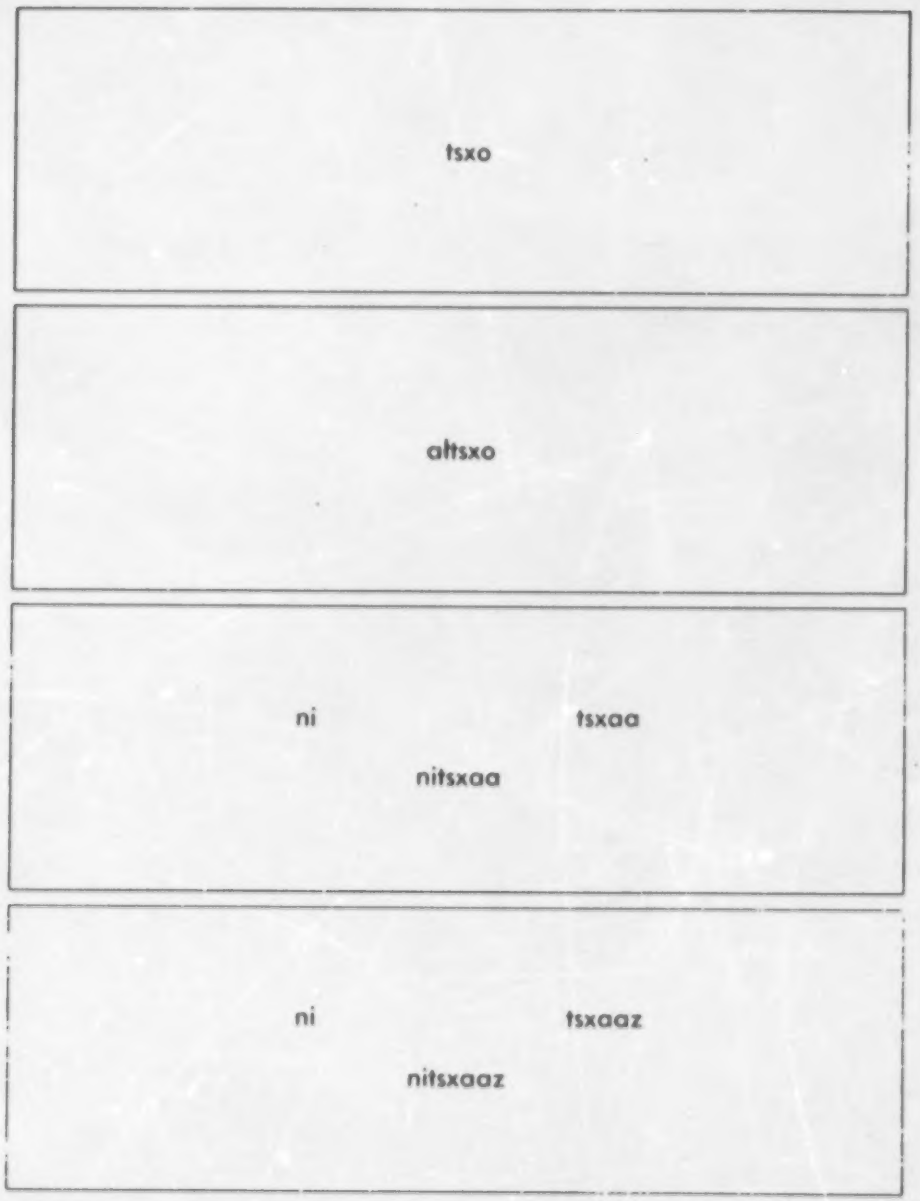
Write x on the chalkboard.
What sound does this unit make?
What is the name of this unit?
Look at the top frame.
Who can read this syllable?
Let's all read it together.
Call on individuals to read it.

Look at the second frame.
Who can read this word?
Call on individuals to read it.
Everyone read it.
What does ałtsxo mean?

-98-

Look at the third frame.
Read the two syllables at the top
of the frame to yourself.
Circle the syllable "tsxaa".
Check. Who can read the first syllable?
Who can read the word under the syllable?
Let's all read it.
What does nitsxaa mean?

Look at the bottom frame.
Read the two syllables to yourself.
Circle the syllable "n..".
Who can read the second syllable?
Call on individuals to read the word
under the syllable. Let's all read the
word.
What does nitsxaaz mean?



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Note: Daaltsooígíí and ch'iyáán are introduced in context. Attention need only be drawn to the words if students have trouble decoding the words.

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Call on students to read orally.

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Dictation Activity

I am going to dictate two sentences.
I will read the sentences twice. You may spell the words quietly to yourself as you write them.

1. Gah t'óó naané doo naalnish da.
2. Baa' binaaí hooghan íílééh.

Gah nitsxaaz léi' sidá.

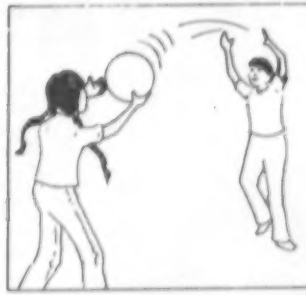
Gah tł'oh bich'iyáán át'éé lá.

Gah nimaz / nitsxaaz jiní.

Gah ayóo nits___aaz

Tł'oh dóó ch'il daaltsooígíí ayóo bił likan.

Tó dó' bił dilkan. / likan.



Díí joołtsxoh Kii dóó Baa' bí.

Bimá / Baa' dóó Kii joołtsxoh beehóló.

Ayóo j___ł yee naané.

Jooł nitsxaa / nineez léi' Kii dóó Baa' bí.

Háish joołtsxoh bí? Kii dóó Baa' / Kii dóó Bii'

Gah éi nitsxaa / nitsxaaz .

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Call on individuals to read orally.
Encourage reading like talking.

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Gah nitsxaaz'igii biyázhi hóló.

Biyázhi djj' jini.

Gah nitsxaaz'igii biyázhi {ljj'. djj'.}

Ch'il litsxooi dó' bich'iyą' át'ée lá.

Gah ayóo ch'il lits__ooi bił likan.

Kii dóó Baa' ch'il litsxooi beehóló.

Ch'il lits__ooi djj' sinil.

Ch'il litsxooi djj'go danitsx____.

Acheii ch'il lit_xooi ayóo likan ní.

Acheii {ch'il litsxooi / ch'altsxooi} bił likan lá.

Kii éi ch'il litsxooi ła' ní.

Háish ch'il litsxooi ayóo bił likan? {ch'at / acheii}

{Gah / Ch'at} dó' ayóo ch'il litsxooi bił likan.

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This next section is a test.

Read the sentences and possible answers carefully to yourself.
Circle the correct answer or fill in the missing unit.

Check your work.

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When you have completed the test and checked your work, turn your workbook in to the teacher.

1. Ayóo náshdóí / deesdoi łeeh shjjgo.

2. Hastóí be'eldǫǫh / bé'ézhóó' yee nidaalzhee łeh.

3. Kii doo naalnish / naashnish da nít'éé'.

4. Háish bee'adzooí át'é?

5. Ch'il hóló́ǫ́ nít'éé' tł'izí yiyiilch___zh

6. Dóolaásh óoła biwoo'? aoo'
nidaga'

7. Haigoósh yas hółǫǫ łeh? aoo'
nidaga'

8. Naadą́ą́' shibéézhgo aníigaii
haníigaii wolyé.

9. Háish sizjj łeh? átsą́ą́'
tsinaabąąs

10. Baa' dóó Kii jooł yee neii'né.
naané.

Note: Téél has been introduced in context this should present little or no problem to the students.

11. Kii bicheii sǫǫs / zǫǫs bąąh hólǫ́.

12. Hastói / Náshdói ła' jaatł'óół dóó tł'óół beedahólǫ́.

13. Naakaii / Haakaii nilįįgo bich'ah téél.

14. Ha'át'íish shįįgo / nilįįgo bich'ah téél jiní? łigaii / naakaii

15. Mosí naan___.

16. Ch'il litsooi dichin.
likan.

17. Kii nicheii
bicheii Hwéeldidi naalnish nít'éé' jini.

18. Kii dóó bicheii hooghan
haniigaii nizhónigo áyiilaa.

19. Kii binaai
shinaai át'é, ni Baa'.

20. Diyóóshish bisóodi óolyé? aoo'
nidaga'

Students should score at least 80% on this test before moving out of the initial reading series. If students score less than 80% they should repeat the last half of this book.

No Correct	Per cent
25	100
24	96
23	92
22	88
21	84
20	80
19	76

21. Baa' bimá altsxo naashnish. naalnish.

22. Kii jool nits__aa léi' yee naané.

23. Díbé nitsxaa nitsxaaz léi' Baa' biljj'.

24. Jooltsxoh Jooltsxa Kii yee naané.

25. Háish nímaz dóó nitsxaa? jool awaa'